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SAN FRANCISCO

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School Counseling Program with Pupil Personnel Services Credential

Program Assessment

UNIVERSITY OF SAN FRANCISCO
SCHOOL OF EDUCATION

2011

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DIRECTION TO READERS

1). The syllabi for the School Counseling Program are standardized across sections and over the past two years. Hence, in this report, we are including one representative syllabus for each course in our curriculum.

2). We attempted to have a School Counseling Program in Santa Rosa, CA. We recruited an entering class of 11 students in Fall 2009 and they all graduated in 2011. We then decided to close the program due to low applications. This program was identical to our program on the main campus and it followed the same syllabi, schedule, curriculum, handbooks, etc. Moreover, we used the same instructors in almost all of the classes. Hence, the syllabi and course content are represented in this report and only one representative syllabus is included for each class.

3). There are two separate document attachments in PDF format (i.e., Supporting materials for CPSY621 and SUMMA Evaluations). These PDF files are linked and may be accessed from the current document by hyperlinks.

INTRODUCTION

The University of San Francisco School Counseling Program Mission Statement

The School Counseling Program at the School of Education at the University of San Francisco prepares graduate students to work in urban and diverse schools with a goal of improving the human condition through counseling, education, compassion, and collaborative partnerships. Consistent with the Jesuit tradition, our goal is to train school counselors to become social justice agents of change by promoting equitable conditions inside and outside of schools. The curriculum in the School Counseling Program focuses on educating students to think and respond systemically and ecologically by creating and implementing individual, group, and programmatic changes. We pursue our mission through academic excellence, real life experiences, and partnerships with multicultural families, schools, and communities.

Program Overview

The Counseling Psychology Department in the University of San Francisco (USF) School of Education offers a 48-unit program in School Counseling for graduate-level students who wish to pursue a career in child and adolescent counseling in K-12 schools. Upon completion of the requirements, graduate students will earn a M.A. degree in School Counseling, as well as a Pupil Personnel Services (PPS) Credential. The School Counseling program prepares school counselors to be competent in addressing the social, emotional, and academic needs of students in grades K-12. Through a combination of theoretical knowledge and practical experience, students will become competent in the following 12 areas:

- Law and Ethics
- Consulting with Parents and Teachers
- Group Counseling
- Counseling Theory and Skills
- Career and College Counseling
- Cross Cultural Counseling
- Assessment
- Child and Adolescent Development
- Leadership, Collaboration, and Coordination of Pupil Support Systems
- Learning and Instruction
- Prevention and Early Intervention Strategies
- Research and Program Evaluation

For admissions, applicants complete an application and provide documentation of a passing score on the California Basic Educational Skills Test (CBEST) and a Certificate of Clearance. Clearance from the State of California is required as students are expected to intern in middle and high schools during their enrollment in the program. Once admitted into the program, the curriculum delivery is designed as a two-year, full-time program, including two summer semesters of coursework. The program is offered at the main campus in San Francisco with admissions only in the Fall semester.

The curriculum in the program is designed sequentially as follows:
Year One:

- Semester 1, Fall: 10 credits
    - Law and Ethics, Counseling Theory and Practice, Developmental Counseling: Child and Adolescent, Fieldwork Practicum
- Semester 2, Spring: 10 credits
    - Cross Cultural Counseling, Prevention and Intervention in Schools, PPS Traineeship I, Qualitative and Quantitative Research Methods
- Semester 3, Summer: 6 credits
    - Group Counseling Skills, PPS Traineeship II, Qualitative and Quantitative Analysis and Interpretation

Year Two:

- Semester 4, Fall: 8 credits
    - Educational Psychology for Counselors, Problem-Solving Counseling, PPS Traineeship III

- Semester 5, Spring: 8 credits
    - Academic and Career Counseling, Consulting with Parents and Teachers, PPS Traineeship IV
- Semester 6, Summer: 6 credits
    - Assessment and the Counselor, Consulting with Schools

The sequential design of the program allows candidates to become knowledgeable in multiple areas of education related to school counseling as a way of building upon basic generalized concepts to more in-depth specialized courses that relate directly to on-site school counseling experience.

Candidate assessment in the School Counseling Program is measured by the following material: A) Embedded Course Assessments, B) School Counseling Final Fieldwork Evaluation Form (competency performance), C) Evaluation of the candidate’s performance in school counseling practicum by on site mentor counselor, D) Evaluation of candidate’s performance by university fieldwork supervisors, and E) Self-reported evaluation on performance by USF school counseling candidates. Assessments within each course are developed to assess student competencies as they relate to standards emphasized in each course. The School Counseling Final Fieldwork Evaluation Form is used to provide an assessment of the candidate’s competency performance for each of the 12 domains. On-site Mentor Counselors provide written feedback on the candidate’s performance at his or her own school site. On the University of San Francisco Fieldwork Instructor Evaluation form, fieldwork supervisors provide written, detailed feedback about the candidate’s development towards the 12 competencies. Supervisors also discuss performance in fieldwork supervision meetings, case conceptualization, ethical issues, and professional development. Also, School Counseling candidates provide a detailed and descriptive evaluation of their own development and competencies as school counselors at their school site.

To address program effectiveness as it relates to candidate competency the follow measures are used: A) Exit Surveys, B) SUMMA, C) Adjunct Feedback, D) Course Review of Assignments and Activities, E) Job Placement, F) Retention Rate Date, G) Feedback from District Administration and Staff, and H) School Counseling Curriculum Map. Exit surveys are used to evaluate candidates’ perceptions of the program, feedback about curriculum and faculty, fieldwork experiences, and other programmatic experiences. Findings are used to inform program improvements. SUMMA assessments are used to gather candidate feedback on individual credential courses. This data helps inform instructors and the program director and about candidates' perception of their learning within each course. Individual and group meetings with adjunct faculty in the School Counseling Program highlight overlap and gaps in the curriculum and help to identify areas of improvement. Course syllabi, assignments, and curricular activities are reviewed for overlap, assessment of program goals, and an evaluation of the standards in the Program. Job placement survey data provides information regarding effectiveness of the program model in assisting candidates to secure administrative positions. Tracking is used to determine the progress and completion rates of all students who enter the program and make it past our initial census date.

Program Distinctions

Social Justice Orientation: The mission of the School Counseling program is consistent with the Jesuit tradition and seeks to prepare school counselors to become change agents by advocating for equality both inside and outside of schools. This strong social justice orientation focuses on multicultural youth development and counseling particularly in urban school settings. The unique curriculum seeks to foster social justice in schools through equity, respect for diversity, creativity, and community empowerment, and by educating graduate students to design and implement changes at the individual, group, and systemic level. Students in our program engage in a social justice project each year. These projects have included supply drives for local schools, college tours for low-income, underrepresented students, charity events to raise money for various causes (e.g. building a water well in Africa), and mentoring under resourced students at a local high school. Each year, the School Counseling program also hosts a Social Justice Prize in Schools, which honors a local high school student for outstanding leadership in a social justice cause.

Multicultural Focus: The USF School Counseling program has a strong commitment to multiculturalism. This focus is evident in our courses, field placements, faculty, and student body. Specifically, we infuse multicultural theories, examples, case studies, and counseling skills throughout our curriculum. In addition, close to half of our faculty and students are from culturally diverse backgrounds representing multicultural perspectives and worldviews.

Cohort Model: Students admitted into the program will be placed in a cohort-style curriculum sequence during enrollment in the program. The cohort model of the program allows students to experience coursework together, forming relationships that will endure beyond the program. As students move through the curriculum together they build on each other's knowledge, skills, and experiences to become competent school counselors. Students collaboratively learn and work together as each individual experiences academic and professional growth. Cohorts in the program provide students with support, resources, and professional development. The integration of both classroom instruction and fieldwork experience provide students with a core foundation with which to build their knowledge and skills as professional and competent school counselors. Each cohort group is comprised of about 12-15 students so class sizes are small. This practice is intentional to prioritize our strong focus on relationship building and mentorship from experienced and dedicated faculty.

Working Professional Model: A teaching weekend schedule, alternating weekend classes (Friday evenings from 5:00-9:45 p.m. and Saturday from 8:00 a.m. 12:15 and 1:00-4:45 p.m.), is used to facilitate internship requirements as well as students with jobs during the week. About 80% of our students work part- or full-time. This model attracts a range of applicants from various fields and income backgrounds.

Field Experience in Urban Diverse Schools: Along with the delivery of the curriculum graduate students are required to complete 100 hours of practicum and 600 hours of fieldwork experiences during enrollment in the program in order to be eligible for the Pupil Personnel Services Credential. In collaboration with the head counselor of the San Francisco Unified School District (SFUSD), the School Counseling program has been able to offer most, if not all students, the opportunity to complete internship hours in SFUSD, however students are allowed to complete internship hours in a district other than SFUSD. The fieldwork practicum begins the first week of the Program and provides students with the opportunity to shadow and observe an experienced school counselor to become familiarized with the culture of the school, participate in school-based meetings and functions, observe classrooms, learn school and community-based resources, and begin meeting with students. Field experience begins only after successful completion of fieldwork practicum. The field experience provides candidates with the opportunity to take a more active role, under supervision, to practice the duties of a school counselor.

Strong Mentorship: Throughout their time in the program, graduate students receive strong mentorship from a team of caring and dedicated individuals. The School Counseling program faculty is composed of experienced educators and practitioners who employ diverse instructional methods to maximize positive learning outcomes for the program candidates. Upon enrollment into the program, candidates are assigned a program advisor, a fieldwork supervisor, an onsite mentor counselor, and a student mentor (from the second year students). These advisors and mentors, along with classroom professors, offer personal attention, concern, and career development for individual students. Program advisors meet at least once a semester with the student and guide candidates through the School Counseling program, addressing personal and systemic concerns and questions. Fieldwork supervisors are experienced school counselors with valid PPS Credentials who provide support and guidance to students with an emphasis on fieldwork experience concerns and questions. They meet with students every other week. Mentor counselors are onsite supervisors with PPS Credentials that agree to supervise the learning and growth of interns specific to concerns at the assigned school site. Graduate student mentors check in weekly with students, offer advice via email, phone, and in person. There is also a monthly mentor-mentee luncheon so mentor-mentees can connect about their experiences in the program. The USF School Counseling faculty and advisors seek to prepare students for the school counseling profession while promoting personal and professional development.

Research and Program Evaluation Skills: Students in the School Counseling program also learn qualitative and quantitative research methods that allow them to use data to analyze the efficacy of their school counseling interventions in school. Students take a course in research methods and analysis that teaches them skills to design and develop appropriate qualitative (e.g. interview questions, focus group questions) and quantitative (e.g. survey questions, use of student data, etc.,) methods to gather data to help them understand the impact of their school counseling work at individual, group, and programmatic levels. Students also learn how to write up, present, and disseminate their findings to key stakeholders. As part of this training experience, students also implement and evaluate an evidence-based college access curriculum.

PPS Program Standard	**Description of Evidence**	**Link to Evidence**
Standard 1: Program Design, Rationale and Coordination		
The program is coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.	The University of San Francisco (USF), School of Education, Counseling Psychology Department offers a 48-unit program in School Counseling for graduate-level students who wish to pursue a career in child and adolescent counseling in K-12 schools. Upon completion of the requirements for the Counseling Psychology program, graduate students will earn a M.A. degree in School Counseling, as well as a Pupil Personnel Services Credential. The School Counseling program prepares school counselors to be competent in addressing the social, emotional, and academic needs of students in grades K-12. Through theoretical knowledge and practical experience, students will become competent in the following areas: • Law and Ethics • Consulting with Parents and Teachers • Group Counseling • Counseling Theory and Skills • Career and College Counseling • Cross Cultural Counseling • Assessment • Child and Adolescent Development • Leadership, Collaboration, and Coordination of Pupil Support Systems • Learning and Instruction • Prevention and Early Intervention Strategies • Research and Program Evaluation The mission of the School Counseling program seeks to prepare school counselors to become agents of change by advocating for equality both inside and outside of schools. With a social justice orientation, the program focuses on multicultural youth development and counseling particularly in urban school settings. The curriculum in the program seeks to foster social justice in schools through equity, respect for diversity, creativity, and community empowerment, by educating students to design and implement changes at the individual, group, and systemic level. Along with an application, admission into the program requires applicants to provide documentation of a passing score on the California Basic Educational Skills Test (CBEST) and a Certificate of Clearance. Clearance from the State of California is required as students are expected to intern in middle and high schools during their enrollment in the program. Once admitted into the program, the curriculum delivery is designed as a two-year, full-time program, including two summer semesters of coursework. The program is offered at the main campus in San Francisco with only Fall admission. Students admitted into the program will be placed in a cohort-style curriculum sequence during enrollment in the program. A teaching weekend schedule, alternating weekend classes (Friday evenings from 5:00-9:45 p.m. and Saturday from 8:00 a.m. 12:15 and 1:00-4:45 p.m.), is used to facilitate internship requirements as well as students with jobs during the week. The curriculum in the program is designed sequentially as follows: Year One: • Semester 1, Fall: 10 credits ○ Law and Ethics, Counseling Theory and Practice, Developmental Counseling: Child and Adolescent, Fieldwork Practicum • Semester 2, Spring: 10 credits ○ Cross Cultural Counseling, Prevention and Intervention in Schools, PPS Traineeship I, Qualitative and Quantitative Research Methods • Semester 3, Summer: 6 credits ○ Group Counseling Skills, PPS Traineeship II, Qualitative and	**USF Mission Statement** **USF SCP Competency Attestation Sheet** **USF Course Sequence** **USF Course Catalog** **USF Fieldwork Manual** **SCP Curriculum Map** **SCP Final Fieldwork Evaluation Form**

Quantitative Analysis and Interpretation

Year Two:

- Semester 4, Fall: 8 credits
    - Educational Psychology for Counselors, Problem-Solving Counseling, PPS Traineeship III
- Semester 5, Spring: 8 credits
    - Academic and Career Counseling, Consulting with Parents and Teachers, PPS Traineeship IV
- Semester 6, Summer: 6 credits
    - Assessment and the Counselor, Consulting with Schools

Along with the delivery of the curriculum graduate students are required to complete 100 hours of practicum and 600 hours of fieldwork experiences during enrollment in the program in order to be eligible for the Pupil Personnel Services Credential. In collaboration with the head counselor of the San Francisco Unified School District (SFUSD), the School Counseling program has been able to offer most, if not all students, the opportunity to complete internship hours in SFUSD, however students are allowed to complete internship hours in a district other than SFUSD. Typically, candidates for the credential serve as unpaid interns, although there is also the possibility of receiving a paid internship under the PPS Credential Option. The fieldwork practicum provides students with the opportunity to shadow and observe an experienced school counselor to become familiarized with the culture of the school, participate in school-based meetings and functions, observe classrooms, learn school and community-based resources, and begin meeting with students. Field experience begins only after successful completion of fieldwork practicum. The field experience provides candidates with the opportunity to take a more active role, under supervision, to practice the duties of a school counselor.

The sequential design of the program allows candidates to become knowledgeable in multiple areas of education related to school counseling as a way of building upon basic generalized concepts to more in-depth specialized courses that relate directly to on-site school counseling experience. The cohort model of the program allows students to experience coursework together, forming relationships that will endure beyond the program. As students move through the curriculum together they build on each other’s knowledge, skills, and experiences to become competent school counselors. Students collaboratively learn and work together as each individual experiences academic and professional growth. Cohorts in the program provide students with support, resources, and professional development. The integration of both classroom instruction and fieldwork experience provide students with a core foundation with which to build their knowledge and skills as professional and competent school counselors.

The School Counseling program faculty is composed of experienced educators and practitioners who employ diverse instructional methods to maximize positive learning outcomes for the program candidates. Upon enrollment into the program, candidates are assigned a program advisor, a fieldwork supervisor, and a mentor counselor. These advisors and mentors, along with classroom professors, offer personal attention, concern, and career development for individual students. Program advisors guide candidates through the School Counseling program, addressing personal and systemic concerns and questions. Fieldwork supervisors are experienced school counselors with valid PPS Credentials who provide support and guidance to students with an emphasis on fieldwork experience concerns and questions. Mentor counselors are onsite supervisors with PPS Credentials that agree to supervise the learning and growth of interns specific to concerns at the assigned school site. The USF School Counseling faculty and advisors seek to prepare students for the school counseling profession while promoting personal and professional development.

Candidate assessment in the School Counseling Program is measured by the following material: A) Embedded Course Assessments, B) School Counseling Final Fieldwork

	Evaluation Form (competency performance), C) Evaluation of the candidate's performance in school counseling practicum by on site mentor counselor, D) Evaluation of candidate's performance by university fieldwork supervisors, and E) Self-reported evaluation on performance by USF school counseling candidates. Assessments within each course are developed to assess student competencies as they relate to standards emphasized in each course. The School Counseling Final Fieldwork Evaluation Form is used to provide an assessment of the candidate's competency performance for each of the 12 domains. On-site Mentor Counselors provide written feedback on the candidate's performance at his or her own school site. On the University of San Francisco Fieldwork Instructor Evaluation form, fieldwork supervisors provide written, detailed feedback about the candidate's development towards the 12 competencies. Supervisors also discuss performance in fieldwork supervision meetings, case conceptualization, ethical issues, and professional development. Also, School Counseling candidates provide a detailed and descriptive evaluation of their own development and competencies as school counselors at their school site. To address program effectiveness as it relates to candidate competency the follow measures are used: A) Exit Surveys, B) SUMMA, C) Adjunct Feedback, D) Course Review of Assignments and Activities, E) Job Placement, F) Retention Rate Date, G) Feedback from District Administration and Staff, and H) School Counseling Curriculum Map. Exit surveys are used to evaluate candidates' perceptions of the program, feedback about curriculum and faculty, fieldwork experiences, and other programmatic experiences. Findings are used to inform program improvements. SUMMA assessments are used to gather candidate feedback on individual credential courses. This data helps inform instructors and the program director and about candidates' perception of their learning within each course. Individual and group meetings with adjunct faculty in the School Counseling Program highlight overlap and gaps in the curriculum and help to identify areas of improvement. Course syllabi, assignments, and curricular activities are reviewed for overlap, assessment of program goals, and an evaluation of the standards in the Program. Job placement survey data provides information regarding effectiveness of the program model in assisting candidates to secure administrative positions. Tracking is used to determine the progress and completion rates of all students who enter the program and make it past our initial census date. The Program Coordinator meets regularly with the Head Counselor, Support Services staff, counselors, Principals, and other District staff about our training program and goals. And the School Counseling Curriculum Map provides data of how specific courses align with different CTC standards and competencies. A main strength of the School Counseling program is it's training of students to be school counselors in the field. The students are prepared well to enter the field as school counselors on a range of issues—especially in urban and diverse schools. With respect to the curriculum of the program, students find a significant strength of the program in the focus on multicultural, agents of change, and social justice issues. Students find that a deep commitment to social justice is rooted among the faculty and student values. There is also a strong multicultural focus in many of the courses and a diverse faculty that also underscored these critical perspectives. In addition, the incorporation of the ASCA model into the program is highlighted as a strength. Courses with a practical focus are also highly valuable aspects of the program. Students appreciate the strong connections to the local schools that faculty had and the opportunities to meet with local principals, counselors, teachers, and support staff through guest lectures and discussions. With respect to fieldwork, the course provides students with important support as practicum is pursued. The opportunity to begin fieldwork once the program begins is highly beneficial, as this allows more fluidly of integration of the theories that students are learning with their practical work.	

Standard 2: Growth and Development		
The program provides candidates with opportunities and experiences to acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils' strengTHS and weaknesses that affect learning in school, community and family environments.	The School Counseling Program at the university of San Francisco affords students with the opportunity to learn and critically analyze factors (positive and negative) that impact student [typical and atypical] development. The course of Developmental Counseling: Children and Adolescents (CPSY 612), provides students with foundational concepts from developmental theory and research. In addition, developmental factors, including risk and resilience, are integrated in other courses that students take during their tenure at USF. For example, courses such as Educational Psychology for School Counselors (CPSY609), Academic and Career Counseling (CPSY 614), Prevention and Intervention (CPSY 608), and Consulting with Teachers and Parents (CPSY 610) integrate developmental factors into their theoretical and practical components. In their fieldwork courses and placements, candidates are also afforded with the opportunity to practice their counseling skills while integrating developmental factors and theory. In their first semester, candidates enroll in CPSY 612 (Developmental Counseling: Children and Adolescents), in which candidates are introduced to developmental theory. Assigned readings and lectures cover factors that affect development. There is a strong emphasis on ecological factors of development and multicultural/diversity issues. CPSY612 course objectives include: 1) To become familiar with the core theories in developmental counseling, 2) To learn developmental stages in the context of cultural differences, 3) To recognize atypical growth and development patterns and to relate those patterns to children and adolescents' strengTHS and weaknesses in the family, school and larger environment, 4) To develop appropriate problem-solving counseling strategies that are sensitive to development, cultural diversity, language, and socioeconomic status of children, adolescents, and their families, 5) To understand the connections between early environmental factors and later problems in school, 6) To develop a positive psychological perspective towards the development of resiliency among children and adolescents, 7) To appreciate the interplay among complex factors in development, including nutrition, fitness, support systems, and lifelong learning, 8) To discover how to communicate to parents and school staff the connection between developmental issues and pupil's performance, 9) To develop a collaborative approach for sharing understanding of developmental concepts with colleagues in schools and in the community. Candidates accomplish course objectives by engaging in critical readings and writing reflection papers. Candidates also view lectures and engage in critical discussions in class as well as problem-based learning activities that foster critical thinking and integration of developmental concepts. Students also analyze cases and discuss their own professional and personal observations at their practicum sites and other environments (e.g., family, neighborhoods, employment). More specifically, candidates demonstrate their knowledge and understanding of developmental concepts through six Reflection Papers, 3:2:1 Group Activities, in-class case analysis, and final project literature review and presentation. • The Reflection Papers call for students to critically assess developmental research and theories in topics that include diversity and context as associated with diverse socio-emotional and academic developmental outcomes. • The 3:2:1 written group/individual activities conducted in class. These assignments foster in-group discussions while the instructor also provides recommendations and feedback. More specifically, the 3:2:1 group activities call for the candidates' critical analysis of readings and case-based content prepared by the instructor, while also addressing counselor's responsive interventions to the developmental issue under discussion. For example, one of the 3:2:1 Group Activities asks candidates to analyze family and peer influences on socio-emotional development and to explore school counseling responsive interventions that incorporate the child and the contextual influences of peers and families. • Using case analyses, students also discuss multiple theories and aspects of development and growth.	**CPSY 612** **Syllabus** **Reflection Papers** **3:2:1 Group Activity** **Dev. Case Application** **Moral Development Analysis** **Final Assignment** **CPSY 608** **Syllabus** **CPSY 609** **Syllabus** **Video** **Observation Paper** **CPSY 620/602** **SCP Competency Attestation Sheet:** **Child and Adolescent Development**

	• For the final assignment, candidates conduct a final literature review and a final presentation on a child and adolescent development topic of their choice (e.g., issues related to atypical or typical development, such as developmental implications of poverty, experiences of discrimination, racial identity, eating disorders, kinship care, homeless children, etc.). For their final presentation, candidates adapt the content of their literature review paper to present developmentally relevant content to a school audience (e.g., teachers, parents, or students). Candidates also elaborate/discuss intervention strategies for the particular developmental topic addressed in their paper and presentation. Throughout their studies at USF, school counseling candidates continue to elaborate and integrate developmental and patterns of growth patterns including: ▪ In CPSY 608 (Prevention and Intervention in Schools), taken during the second semester of the first year in the course sequence, candidates further grow in their understanding of factors that put youth at risk and how to develop appropriate interventions. They also continue to learn about how family and community systems shape a pupil’s development. They demonstrate their knowledge in weekly take home quizzes. ▪ In their second year, candidates enroll in CPSY 609 (Educational Psychology for Counselors), where candidates are taught about how pupils learn and develop. Course readings and in-class activities illustrate developmental theories as associated to learning and educational outcomes. For example, candidates view a video, “A Class Divided,” and discuss the negative effects that labeling and discrimination can have on pupils’ learning. In addition, in CPSY 609, candidates write an observation paper of an IEP meeting or another formal pupil intervention process at their school sites. This allows candidates to learn and demonstrate knowledge about ways in which schools develop effective strategies to support their students’ educational and developmental outcomes. ▪ During the school year, candidates are also at their fieldwork sites where they have to take into consideration the cultural, social, and economic contexts of their pupils in order to best work with them, as seen in learning outcomes in CPSY 602/620. Candidates are also evaluated by their mentor counselor in specific competencies related to use and application of developmental counseling interventions at their practicum and fieldwork sites.	
The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.	The school counseling program’s (SCP) curriculum affords candidates with an integrated overview of different aspects of pupil development, which integrates the impact of context and diversity in growth (ecological approach). This ecological and developmental approach, integrated through different courses, allows SCP candidates to understand how culture, diversity, language, socioeconomic status and health impact pupil’s socio-emotional and academic development. CPSY 608 (Prevention and Intervention) is a course that candidates take in their second semester at USF. The course provides candidates with knowledge about prevention and interventions in schools while using community, family and pupils’ resources. There is an emphasis in integrating protective factors and addressing risk factors to promote positive youth development. The course textbooks include: 1) Capuzzi, D. & Gross, D.R. (2008). Youth at risk: Resource for counselors, teachers, and parents. 5th edition. American Counseling Association, VA; and 2) Krovetz, M.L. (2008). Fostering resilience: Expecting all students to use their minds and hearts well. 2nd Edition. Corwin Press, CA. Among the course objectives, it is stated that candidates identify parenting styles, parent child relationships, family systems and other factors within the home that contribute to positive development and resilience in children. In CPSY 608 candidates also review effective programs for building competencies in children that promote resilience and	**CPSY 608** **Syllabus** **CPSY 612** **Class Activity Attitudes towards obesity Scale** **Case Study** **Guest Lecture** **Gender & Sexual Orientation Group Activity** **3:2:1 Group Activity**

	facilitate coping, academic success and social-emotional health. In addition, candidates identify youth at risk and effective interventions for addressing their challenges. This course begins with an overview of prevention interventions and resilience. Candidates also review factors of schools and interventions that foster youth's resilience. Among other activities, candidates demonstrate their knowledge about the topic in take-home quizzes. In addition to the content covered in CPSY 608, The list below offers some examples of how different courses in the USF SCP curriculum integrate issues of health, culture, language, diversity, socioeconomic status and resilience into their content: ▪ In CPSY 612 (Developmental Counseling: Children and Adolescents), candidates discuss the topic of socioeconomic context, culture, and obesity and its effects on the development of pupils. Consulting with instructor and/or expert guest lecturer on obesity/health, candidates also discuss school-based interventions to address obesity and promote wellness in children and adolescents. These interventions include the exploration of national trends and sociopolitical challenges of pupils' and families' access to healthy foods and exercise due to societal inequities in urban neighborhoods (e.g., quality of foods available in neighborhoods; lack of access to safe places to exercise; low family income). The discussion and lecture includes an elaboration on socio-emotional and educational outcomes of childhood obesity. In addition, candidates explore their own biases and attitudes about obesity an their impact in counseling children/adolescents and family with obesity issues in schools. ▪ In CPSY 612, when exploring the impact of immigration and culture and context of development, a case study calls for candidates to develop an action plan to work with English language learners, taking into account his developmental stage, cultural background, immigration issues that impact socio-emotional and academic development. A critical discussion of school resources for English language learners is also conducted. ▪ CPSY 612 also integrated issues of gender and sexual orientation in identity and social development of pupils (this includes a close look to the impact of school and family in the pupil's development). Candidates complete an in-class, group assignment to examine the role of school counselors in supporting gender development and LGBTQ youth. This is also accomplished by viewing critical case materials provided by media (e.g., the development of transgender adolescent, family support and mental health). ▪ A 3:2:1 Group Activity in CPSY 612 asks candidates to review and reflect on readings on socioeconomic and ecological factors on pupil development. The importance of interventions and resources in schools is also discussed ▪ Also in CPSY 612, candidates are asked to assess the racial climate of their school practicum site applying organizational racial identity theory. This assessment leads to a group discussion of the impact of the school environment in their pupils' racial identity development from a developmental standpoint. Issues of self-esteem, self-concept, and educational outcomes are also discussed. The importance of a strength-based approach of racial and cultural identity for diverse children and adolescents is emphasized. ▪ In CPSY 608 (Prevention and Intervention), candidates must complete a Special Topics Assignment, which involves reviewing information about specific development risk factors and/or about a specific community at risk. Candidates then present the information to the class, along with researched resources and effective interventions for the specific issue.	**Racial School Climate Activity** **CPSY 608** **Special Topics Assignment** **CPSY610** **Syllabus (class 2)**

	- CPSY 610 (Consulting with Teachers and Parents), which SCP candidates take during their second year at USF, offers candidates an ecological developmental framework for consultation that integrates issues of diversity and resilience in development.	
Standard 3: Socio-Cultural Competence		
The program provides candidates with opportunities and experiences to display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement.	The University of San Francisco (USF) School Counseling program provides candidates with opportunities and experiences to exhibit an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Not only is cultural awareness and cultural competency deeply ingrained within the majority of courses provided in the School Counseling program, but there is a course that is specifically dedicated to cultural counseling. The course CPSY 606, Cross Cultural Counseling, serves the following objectives: A) to increase awareness of the effects that culture, race, ethnicity, class, gender, and sexual orientation have on performance of youth in schools, B) to increase understanding of cultural values and beliefs among dominant ethnic and racial groups in the U.S. and diversity within each group, C) to increase understanding of socio-cultural issues that influence cross-cultural interactions in the school environment, D) to promote ethnic and cultural identity development and a healthy climate that respects diversity throughout the school, E) to increase knowledge and skills in providing culturally appropriate counseling to support the personal and academic success of diverse youth, and F) to understand how the candidate's own cultural background and worldview influence the counseling process with the children and youth in schools. This course is designed to provide candidates with an understanding of multicultural issues in counseling with diverse ethnic groups, cultures, and social classes, with an emphasis in an urban school setting. The course promotes development of candidate cultural sensitivity to one's own cultural value orientation and the values and beliefs of other diverse groups in cross-cultural counseling settings. The course is designed to teach candidates effective counseling strategies and counseling approaches that accommodate a diversity of cultures. Students gain theoretical knowledge by reading literature on the following topics: basics in multicultural counseling and therapy, multicultural counseling in family therapy, sociopolitical issues related to racism, oppression, prejudices, educational barriers to learning, the achievement gap, and interethnic and intercultural conflicts, the sociopolitical context of multicultural education, the role of schools in reducing racial inequality, racial issues in American schools, social class issues in school counseling, racial and cultural identity models, early adolescent school counseling for developing ethnic identity, immigration, intergenerational experiences, and effective strategies for counseling: Latinos, Native Americans, African Americans, Chinese Americans, gender differences, gay, lesbian, and transgender youth, and youth with disabilities. Students demonstrate their understanding of the literature through active participation as candidates are expected to participate in class with personal integrity, openness to sharing one's own experience, a commitment to learning from others, and compassion and sensitivity for learning about diverse life experiences and cultures. To increase students' awareness of one's own personal ethnocultural values and identity and to integrate this awareness into counseling practice students are required to complete a 5-page personal narrative about cultural values and cultural identity. School counselors need to be aware of their own cultural values and how their own beliefs affect the counseling relationship with students. It is important for counselors to be aware of their own ethnic and cultural identity because sensitivity to ethnic identity differences between the counselor and the students will improve the counseling relationship and the eventual outcome. In each candidate's personal narrative they are expected to address the following questions: A) describe your ethnocultural background, the cultural context of where you grew up, and who in your family influenced your sense of ethnocultural identity, B) what were the cultural values and ethnic characteristics expressed or demonstrated by your own family members, C) describe any early experience of feeling different due to culture, race, class, gender, sexual orientation or any other aspect that impacted your sense of an ethnocultural identity,	**CPSY 606** **Syllabus** **Assigned Readings** **Reflection Paper** **The Identity Wheel Class Activity** **Racial Identity Model** **Racial: Cultural Identity Personal Reflection** **The Guiding Principles of Cultural Proficiency** **Multi-cultural Competency Checklist**

	and D) how do you think your cultural values and ethnic/cultural identity will impact your counseling individuals and families from different ethnocultural groups.	
Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds.	All candidates are expected to be culturally relevant when working with diverse youth and their families. The program provides candidates with skills, theories, and interventions that can be developed and implemented to meet the needs of diverse students in school-based contexts. Cultural awareness of one's own cultural values and how those relate to others' values is an important concept that is infused throughout the program in a variety of different courses. As candidates learn to apply various theories to practical counseling in schools, cultural awareness has been trained in the following courses: CPSY 606, Cross Cultural Counseling: • Cross Cultural Group Presentation: Based on the reading assignments in the course and other relevant literature, students will present the material to the class and lead discussions based on effective cultural counseling strategies for the following specific groups: Latinos, Native Americans, African Americans, Chinese Americans, gender differences, gay, lesbian, and transgender youth, and youth with disabilities. A written outline of the presentation is required of each presenting group to be handed out to the class with resources, effective counseling strategies, and an overview of the cultural values of the particular group being studied. This 60-90 minute presentation should utilize PowerPoint presentations, videos, handouts, exercise, and any other resources relevant to cultural counseling. CPSY 607, Counseling Theory and Skills: • This course teaches and addresses culturally adaptive counseling skills and theories appropriate to school counseling. Required readings include textbook, "Culturally Adaptive Counseling Skills." • Development and application of culturally relevant school-based interventions are assigned and presented to the class. • In class, students discuss and analyze culturally diverse case studies. • Three critical analysis papers: Must include an analysis about how counseling theories relate or contrast to one's own cultural background and worldview. Papers are graded based on your demonstrated in-depth understanding of the theories through the case analysis (as well as strengTHS and weaknesses and cultural issues), quality of writing, and attention to worldview and cultural background. CPSY 609, Educational Psychology: • This course addresses differences due to intelligence, various exceptionalities, and diversity (with an emphasis on the achievement gap), special education student needs and instruction strategies, and school structures that support learning, instruction, and collaboration. • Critical Issue Presentation: In groups, students will research, address, and present a critical/controversial educational issue regarding the effects on student learning, psychological/social impacts on students, and implications for instruction. Various topics are discussed, such as: bilingual education and English immersion, same sex classrooms, mixed-ability grouping, the achievement gap, cultural issues in education, etc. • Readings in the course emphasis diversity, the achievement gap, and California accountability and standards based education. CPSY 610, Consultation with Parents and Teachers: • This course addresses multicultural approaches to consultation with parents and teachers through readings regarding: ethical issues, multicultural issues, consultation through a multicultural lens, and multicultural and cross-cultural consultation in schools.	**CPSY 606** **Group Presentation** **Native American Resources** **Gender Issues** **LGBT Resources** **CPSY 607** **Syllabus** **Middle Eastern case** **Critical Analysis Paper 1** **Critical Analysis Paper 2** **Critical Analysis Paper 3** **CPSY 609** **Syllabus** **CPSY 610** **Syllabus** **CPSY 611** **Syllabus** **CPSY 614** **Syllabus**

	CPSY 611, Problem Solving Counseling: • This course requires development of counseling skills in establishing rapport, in developing cultural sensitivity, and in working collaboratively with parents, teachers, and school systems. • Reading assignments in this course address conducting assessment and developing plans with cultural sensitivity and awareness. CPSY 614, Academic and Career Counseling: • This course explores the key multicultural models and research relevant to students' academic outcomes, issues of diversity and access associated with academic and career counseling, development of academic and career counseling skills that are culturally and contextually informed.	
The program provides candidates with an understanding and appreciation for diversity.	A large portion of the course CPSY 606, Cross Cultural Counseling, is dedicated to understanding one's own and others' cultural values and developing an appreciation for diversity. With respect to the diversity of those in the program, a racial/cultural and white identity fishbowl activity is utilized to gain an understanding of diversity within one's own group and diversity of other students' cultural identity. This activity allows students to experience either the racial/cultural fishbowl or the white identity fishbowl from the outside looking in, as well as sharing the experience within the fishbowl. As part of the racial/cultural identity fishbowl, all students in the program that identify as ethnic minorities are asked to sit in a small inner-circle (the fishbowl) to discuss the following: reflection on how the racial/cultural identity model fits into each individual's own personal experience, what aspects of the model have been experienced, things they would like to change about their racial or cultural identity, what stages may be particularly difficult to handle, and how one's own ethnocultural identity poses an issue for clients in a particular stage of the racial and cultural identity model. As those students in the fishbowl process their experience, the students on the outside gain insight into the different experiences of the ethnic minority students in the program. The fishbowl is then reversed and those students that were on the outside are now on the inside and vice-versa. The white students in the inner-circle then process their experience according to the model of white identity. This experience allows candidates to learn about their own personal experience, as well as those from a different background. Students have expressed great appreciation for this activity because it allows each candidate to experience personal and cultural values on a very deep level while gaining knowledge and appreciation for the diversity of the student population in the program and how that directly relates to youth in schools.	**CPSY 606** **Syllabus** **Fishbowl Activity** **Cultural Values Exercise**
An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities.	The University of San Francisco's School Counseling Program combines counseling theoretical study with practical applications in the school setting. During enrollment, candidates are required to complete fieldwork hours at a public school that serves ethnic and cultural diverse youth. Competency Attestation Sheets serve to document that candidates are able to demonstrate knowledge and skills applying core course content in the practical setting. There is a Competency Attestation Sheet for every course taught in the program. The acquisition of skills and knowledge base develop over time. This development is reflected in the activities candidates select to include in your Competency Attestation Sheets showing individual depth and growth. Candidates are eligible for the Pupil Personnel Services Credential upon completion of twelve required competencies. Of the twelve competencies, one competency specifically addresses competence in Cross Cultural Counseling. Candidates meet this requirement through course assignments and content, as well as on-site in schools. The core course instructor, the mentor counselor on-site, or the fieldwork supervisor must sign off each activity that represents competency in Cross Cultural Counseling. Candidates in the program are able to demonstrate socio-cultural sensitivity and effective professional communication, interpersonal and problem-solving skills with students, parents, teachers, and school staff regarding student attendance, motivation, achievement, and personal issues. The end of the program deems candidates eligible for the Pupil Personnel Services Credential based on criteria that candidates conduct	**USF SCP Competency Attestation Sheet** **USF SCP Fieldwork Manual**

	effective student, parent, and teacher meetings, including those of different cultural, ethnic, or racial backgrounds.	
The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.	The course CPSY 606, Cross Cultural Counseling, provides students with the opportunity to do a case study on a student who represents a different cultural background from his or her own. In preparation for the final paper of the course, students conduct a counseling interview with an ethnically diverse student on the candidate's caseload to complete a Multicultural Youth Case Study. This student should be culturally different from the candidate, who is considered to have some problem or issue, and who is in need of counseling. This case study also involves interviewing significant family members and teachers of the student. This allows candidates to gain a broader understanding of the cultural context of the student's life and it provides further awareness of the issues with which a school counselor must match appropriate assessment and interventions strategies. Students are also required to complete a Functional Assessment Analysis, a proposed Positive Behavior Intervention Plan, and implementation of an intervention with a student who exhibits a challenging behavior. These assignments are incorporated into the course CPSY 611, Problem Solving Counseling. This course requires candidates to develop counseling skills in establishing rapport, in developing cultural sensitivity, and in working collaboratively with parents, teachers, and school systems to change problem behaviors in students. The Functional Assessment Analysis requires candidates to take an in-depth approach to counseling culturally diverse youth by addressing student background information, interviews with the student, family members, and teachers, identifying and describing the culture of the family with which the student is a member and how it interacts with the identifying problem, differing/coinciding cultural views of family and the school regarding the student's challenging behavior, and identifying appropriate interaction between personal cultural views and work with the student. The Positive Behavior Intervention Plan requires candidates to address multicultural considerations regarding assessment and communication variables related to cultural differences and how multicultural variables have been considered in the design of the plan. In using appropriate assessment skills with the student, taking into consideration cultural differences, candidates are able to effectively implement interventions.	**CPSY 606** Syllabus Final Paper Youth Case Study **CPSY 611** Functional Assessment Analysis Proposed Behavior Support Plan Instructions for Project 2
Standard 4: Assessment		
The program provides candidates with the knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate.	In the School Counseling Program at the University of San Francisco, courses such as CPSY 615 (Assessment and the Counselor) offer foundational and applied knowledge of the use of Assessment in schools. In this course candidates are exposed to a variety of assessment methods and their application to their work in school settings. Candidates acquire theoretical and applied knowledge about measurement theory while integrating pertinent issues of fairness, diversity, and ethics in assessment. The course objectives include: 1) To understand the functions of assessment, 2) To understand basic measurement principles, 3) To be able to evaluate the psychometric properties of various measurement instruments, 4) To be familiar with different methods of assessment (testing, interview, checklists, direct observation, 5) To interpret and integrate test and measurement results and assessment information to consumers verbally and in writing, 6) To administer measurement instruments within the scope of counselor practice., 7) To know and understand the commonly used measures for all domains of student functioning (academic, and career assessment, cognitive functioning, neuropsychological functioning, emotional functioning), 8) To be cognizant of ethical and legal issues and multicultural issues related to assessment, 9) To use assessment information to formulate case conceptualizations and recommendations. In CPSY615, students learn about multiple methods of assessment to serve their pupils, including, standardized tests (e.g., academic, mental health, personality), checklists, interview assessments, mental status exam, and projective techniques. They demonstrate their knowledge by engaging in problem-based activities, such as in-class assignments and role-plays. Students review test scores and practice communicating these results to pertinent consumers by working on in-class assignments and doing presentations (i.e., pupils, family	**CPSY 615** Syllabus Test interpretation & report assignment Agenda #2 Mental Status Activity Class Exercises Special Topics Presentation **CPSY 616** Syllabus Research Project Quantitative Method

	members, school personnel). They also device intervention plans based on test-data to ensure pupil support/success (demonstrated in class presentations and discussions). Students also become familiar with achievement test/data (e.g., STAR testing) and are able to critically discuss test development and ethical/multicultural issues. In addition, students choose a Special Topics Presentation in which candidates select an area of interest about pupil's performance/mental health and research how it is measured (e.g., in schools). Candidates discuss and present the utility of a particular instrument to assess the issue and find peer-reviewed articles that evaluate the instruments. Another course in which SCP candidates obtain foundational knowledge about assessment and data use/management is CPSY 616 (Counselor as Researcher). In this course SCP candidates examine data from research and to conduct their own research studies to apply and inform their work in schools (as demonstrated in syllabus assignments). Required reading and textbooks for this course include: 1) Dimmitt, C., Carey, J. C., Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices.* Thousand Oaks, CA: Sage Press; 2) Young, A. & Kaffenberger (2009). *Making data work, 2nd ed*. (2009) Alexandria, VA: American School Counseling Association. There is an emphasis in using appropriate measurement and research methods to support school counseling interventions rationale and outcomes. In addition, the course is delivered in a computer laboratory at USF, so that candidates practice data management and work using technology for research decision-making inside and outside the classroom (supervised by the instructor). At the end of the CPSY616 course, students are able to: ▪ Conduct a school-based needs assessment for counseling and support services ▪ Develop a comprehensive program evaluation of counseling and support services in schools ▪ Be able to apply research outcomes to prevention and intervention development in schools ▪ Present research findings to students, parents, school staff, and community stakeholders for program planning and development ▪ Understand ethical issues related to conducting research Students are evaluated by in-class quizzes, written assignments, presentations, and other in-class problem-based learning activities. Students also evaluate research and the use of data while discussing ethical and multicultural issues. In CPSY 608 (Prevention and Intervention in Schools), candidates also learn and conduct an assessment of intervention and prevention strategies in schools. This assessment and school program evaluation includes the use of school data to assess the school climate among other factors that impact pupil learning. Specifically, candidates describe the school climate-students' sense of school connectedness, equity and acceptance, sense of safety, staff and student relationships, positive messages, upbeat physical environment; student, teacher participation, choice, voice in the running of the school. Based on the assessment and data gathered from the school, students develop recommendations and suggestions for the school to promote student resilience and success. Recommendations are based on the content learned about prevention and interventions in schools. A more specific area of assessment includes the evaluation of a School Counseling Program at schools (e.g., school counseling program audit). In the second year of the SCP program, candidates learn and practice a School Counseling Needs Assessment and Program Audit for CPSY 622/604 (PPS Traineeship III/PPS Internship III).	**Qualitative Method** **Ethical Issues Activity** **CPSY608** **Syllabus** **Program Evaluation** **CPSY 622/604** **Syllabus** **Needs Assessment** **School Counseling Attestation Sheet/Assessment**
Candidates develop an understanding of the influence of multiple factors on pupil achievement.	In CPSY 615 (Assessment and the Counselor), students discuss measurement and assessment of student achievement through testing. Multicultural factors associated with student assessment and testing are also discussed in the context of fairness. Another example of factors addressed when discussing student performance and achievement is mental health and emotional/medical disorders. In CPSY 615, candidates learn about mental health disorders in the Diagnostics Statistics Manual of Mental Health	**CPSY 615** **Agenda #3** **Mental Status Activity**

	disorders (DSM), and examine case studies and reports that address mental health of pupils in schools. Candidates also participate in a role-plays involving a Mental Status Exam to demonstrate their ability assessing pupils' functioning at a given time/scenario.	
The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.	SCP candidates are afforded with opportunities to learn and demonstrate their knowledge and skills in assessment of school-related subjects through course projects and activities. For example: ▪ In CPSY 615 (Assessment and the Counselor), candidates complete class activities that involve assessing STAR Test Scores of a special education student to see if s/he will be successful in a general education classroom. The interpretation of tests scores in class also involves an in-depth discussion of intervention, student support, decision-making, and ethics. The course content and activities also requires candidates to interpret assessment scores and tailor a present of the information to particular audiences (which is practiced in class). During the presentation, students discuss implications for counseling/educational interventions and programs. ▪ For CPSY 608's (Prevention and Intervention) Program Evaluation Assignment, candidates must assess the school climate at their individual fieldwork sites from the pupils' perspective, as well as gather information from teachers. Candidates also make recommendations for change or improvement that can be used at their school sites in their final paper. ▪ In CPSY 609 (Educational Psychology for Counselors), candidates are required to attend, observe and write a report of an Individual Education Plan (IEP) meeting. Among the items addressed in this assignment, candidates elaborate about the documentation and evidence that lead to the IEP meeting outcomes at the school. This affords candidates with the opportunity to review information pertinent to pupils' learning needs, supports, and evaluation. ▪ The CPSY 622/604 School Counseling Needs Assessment and Program Audit project is an opportunity for candidates to explore the strengths and areas of improvement of the counseling program to support pupils' success at their fieldwork sites. Candidates are required to gather their data through observation and interviews with counselors, teachers, and students. More specifically, in this assignment, candidates provide a description of their school, community, and counseling program. They also describe and discuss the structural components: school counseling program philosophy and planning. They also assess and describe school guidance curriculum as well as individual student planning, responsive services, and system support ▪ Candidates competencies conducting assessment and using data in schools is also reviewed in the School Counseling Competency attestation sheet pertinent to Assessment. In this sheet candidates document annually what activities have they conducted at their fieldwork site to meet assessment competencies.	**CPSY 615** **Class Activity: Expectancy Table** **Class Activities** **CPSY 608** **Program Evaluation Assignment** **CPSY 609** **Syllabus on IEP assignment** **CPSY 622/604** **Syllabus on Required Paperwork & Assignments** **Needs Assessment & Audit** **SCP School Competencies Attestation Sheet/Assessment**
Standard 5: Prevention and Early Intervention for Achievement		
The program provides candidates with opportunities and experiences to display an understanding of the factors that contribute to successful learning.	Students enrolled in USF's School Counseling Program are afforded opportunities to explore prevention and intervention strategies as they pertain to the field. Students are required to take the course CPSY 608 (Prevention and Intervention in Schools) in their second semester, as this course serves as a theoretical foundation. Students are able to apply this theoretical knowledge to their experience in fieldwork throughout the remainder of the program (CPSY 619 – Fieldwork ; CPSY 620-624 Internship I – IV). Themes of prevention and intervention strategies in schools are explored in application during other courses in the program, including CPSY 609: Educational Psychology, 610: Consultation with Parents and Teachers, and CPSY 611: Problem Solving Counseling, and CPSY 615: Assessment.	**CPSY 609** **Syllabus** **Observation Assignment**

	The course CPSY 609, Educational Psychology provides candidates with an understanding of how students learn and how teachers modify their instruction to meet students' needs and educational expectations. In addition, students receive training in working with teachers and other school professionals within the classroom and the environment of the school and community that the school serves. The goals for the course serve candidates with knowledge in the following areas: understanding children and how they learn and develop, developing a plethora of theories to use for understanding children and promoting optimal learning and development, and devising strategies that are grounded in theory to address educational issues or scenarios. Upon learning various theories of student learning, candidates will become competent in using different lenses to understand and explain development, applying various theoretical perspectives to specific situations and case studies by devising appropriate strategies, and critically evaluating the strengTHS and weaknesses of specific theories, and how they complement, or conflict, with one another. The course CPSY 609 focuses on the following four domains of counseling: development, learning, instruction and assessment, and individual differences and responsive services. Within each of these areas, candidates will become knowledgeable in social, emotional, and cognitive development, learning theories, models of teaching and training, models of instruction, differences due to intelligence, various exceptionalities, and diversity, California's accountability reporting/assessment system, special education student needs and instruction strategies, school structures supporting learning, instruction, and collaboration, and the process and implementation of Student Success Teams (SST), 504 plans, and the Individualized Education Plan (IEP) process. As part of the knowledge gained in these domains, student practice their understanding of these strategies and approaches to prevention and intervention of problems that impede learning through course assignments. For example, candidates are expected to complete a paper on the observation of an Individualized Education Plan, Restorative Practice Circle, grade or subject level meeting, or a Student Success Team. This observation provides candidates with a better understanding of why the meeting was called, who is included in the process, how does this process support the student, the school, and the family, what the outcome was, how the process helped lead to a conclusion, how productive the process was, and what was the role of the school counselor in the meeting. This process in it's entirety, allows candidates to identify problems that impede student learning, how to implement an intervention, and how the outcome of the intervention in terms of the success of the student. Also within the course CPSY 609, the Teacher Interview paper is required of students. This assignment allows students to interview two different teachers (i.e., English Language Learner, special education, or honors instruction), discussing with each teacher their perspective of the role of the counseling office and their thoughts on how counselors can better serve students and support teachers. In this paper, students compare and contrast the feedback from each teacher, applying to the theories learned in the course. The final project of the course, the Critical Issue presentation, serves to present multiple perspectives regarding student learning, psychological and social impacts on students, and implications for instruction, by investigating a critical and controversial issue in education. Suggested topics for this assignment cover material on social promotion and retention, bilingual education, same sex classrooms, response to intervention and traditional special education, special education testing, intelligence, the achievement gap, integration of technology in the classroom, and any other relevant topic. The opportunities in this course provide students with a wealth of theoretical knowledge with application of that knowledge to the practical field of school counseling.	
In order to help pupils attain high learning goals, the program provides candidates with the knowledge to	The USF School Counseling Program provides candidates with the knowledge to identify problems early and to implement prevention and early intervention strategies to address these problems. In the course CPSY 608, Prevention and Intervention in Schools, students learn theories and practical skills for developing effective school counseling intervention and prevention strategies. The objectives of the course allow students to become knowledgeable in the following: A) understand the difference between universal, selective,	**CPSY 608** **Syllabus** **Special Topics Assignment**

identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems.	and targeted levels of prevention strategies, B) to identify parenting styles, parent-child relationships, family systems and other factors within the home that contribute to positive development and resilience in children, C) to review effective early intervention programs, D) to explore how parents and schools can form partnerships to better serve student needs, E) to explore community supports, effective community programs, and ways of facilitating the engagement of families and students in community programs, F) to review effective programs for building competencies in children that promote resilience and facilitate coping, academic success and social-emotional health, G) to identify youth at risk and effective interventions for addressing their challenges, and H) to identify services at the tertiary level of prevention in schools. Readings and lectures in this course provide students with in-depth knowledge related to theories of effective prevention and intervention strategies, whereas assignments provide students with an opportunity to apply knowledge and skills. The following course assignments increase competence for school counselors in prevention and intervention strategies: In CPSY 608 students address special topics of common problems in schools. For the Special Topics assignment students will read and present to the class a summary of a special issue from the course textbook, including relevant resources related to a particular topic for counselors, teachers, and parents. Topics included: self-esteem, homelessness, diversity, LGBT youth, gang affiliation, school violence, stress and trauma, truancy and school drop-out, mood disorders, eating disorders, self-harm and suicide in youth, sexuality, and substance abuse. The summary of the topic should address how prevalent the problem is, what are the causes and contributing factors to the problem, what are the protective factors that make it less likely that a student will experience these problems, and one evidence-based prevention program that has been reported to be effective in reducing the likelihood that the student will experience that problem. The resources include: two relevant books, web-sites that provide support, two or three local community organizations that provide preventive and treatment services to families and to schools, and two evidence-based interventions that can be implemented in the school setting at universal or selective levels of prevention. In CPSY 611, Problem Solving Counseling, candidates complete a Functional Assessment Analysis, design a Positive Behavior Support Plan, and implement student interventions. This process allows candidates to gain knowledge and skills in understanding student behavior by identifying the problem, obtaining and summarizing background information of the student and the problem behavior, how the behavior has previously been addressed, assessing historical records, conducting student, parent, and teacher interviews, observing the student informally and formally, identifying antecedents and consequences of the behavior, creating a measurement system to record the behavior, collecting data, and creating and implementing a Positive Behavior Support plan. This allows candidates to broaden their knowledge on the entire process of assessment, the design of a prevention/intervention strategy, and the implementation of the strategy in a practical setting. In CPSY 615, Assessment, in-class assignments provide students with the opportunity to construct a test that assesses the psychometric properties of the instrument, developing administration and scoring criteria, role-playing conducting and administering various checklist and assessments, interpreting and communicating youth data on various testing instruments, presentation of a comprehensive testing report for a student with special needs, and analysis of a variety of case studies and the use of assessment data to create a case formulation by making recommendations. These in-class assignments allow students to gain knowledge of appropriate assessment measures while practicing the application of these skills on colleagues with direct supervision.	**CPSY 611** **Syllabus** **Functional Assessment Analysis Instructions** **Functional Assessment Analysis Template** **Proposed Behavior Plan Template** **Project 2 Implementation** **CPSY 615** **Syllabus**
The program requires candidates	Based on knowledge acquired in CPSY 608, 609, 610, 611, and 615 students demonstrate skills required for effective prevention and intervention strategies in schools and classrooms,	**CPSY 608** **Syllabus**

to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.	with support of the family and community, in the following assignments: In CPSY 608 students complete a program evaluation that assesses the structural components of the schools, the functioning of the school, and the effectiveness of the school. After the initial assessment and data collection, an overall evaluation of a school program is required to identify the strengTHS and weaknesses of the school, in what areas does the school need improvements and how should they go about doing it, what programs should the school adopt, what services should they be providing, what needs to change in which decisions are made, and how to encourage the school to adopt the recommendations. This evaluation should be based on observations of the functioning of the school, a review of the data the school collects on the student body, and interviews of the teaching staff, students, parents, and community members. In CPSY 608 students are divided into three groups to design programs to make schools a positive place for students to learn. The groups design eight-week programs to address bullying, school climate and school connectedness, and organizational, study skills, and motivational enhancement. Each program address objectives of what the students will be learning, what will be taught, how will it be taught, how will the skills transfer from the group to the school setting, the role of the family, and a method for assessing the effectiveness of the program. In CPSY 610, Consulting with Parents and Teachers, students will gain knowledge on the underlying theories related to parent and teacher consultation, assisting teachers with classroom management and support, and assisting parents to support the personal and academic needs of students. Put into practice, candidates complete a case study that applies course readings, theory, and other materials, to real life situations. This requires students to take a consultation case from fieldwork and address the primary focus of the consultation (reason or problem), identify the phases of consultation, considering historical, cultural, family, social/community factors, citing at least two supportive readings, and providing discussion about successful and challenging aspects of the case. The primary function of this assignment is to relate theories to practical examples of the role of the school counselor, expectations, skills, and lesson learned. The School Counseling Program combines counseling theoretical knowledge with practical application in the school setting throughout enrollment in the program (CPSY 619 – Fieldwork ; CPSY 620-624 Internship I – IV). During enrollment, candidates are required to complete fieldwork hours at a public school that serves ethnic and cultural diverse youth. An outcome of the program produces candidates who are competent in evaluation and implementation of effective prevention and intervention strategies, as supported by the Competency Attestation Sheets that serve to document that candidates are able to demonstrate knowledge and skills applying core course content in the practical setting. Competent school counselor candidates in this area are able to assist school staff in providing an appropriate education program for students with special needs, making referrals to community resources, and appropriately placing students in educational programs based on academic ability, age, and educational goals.	**CPSY 608** **Program Evaluation** **Program Evaluation Sample Paper** **Grading Rubric** **Class Assignment for Program Design** **CPSY 610** **Syllabus** **Case Study Guidelines** **USF SCP Competency Attestation Sheets**
Standard 6: Professional Ethics and Legal Mandates		
The program provides candidates with opportunities and experiences to display an understanding of professional codes of ethics and current legal	Candidates enrolled in the University of San Francisco's School Counseling Program are afforded multiple opportunities to explore Law and Ethics as they pertain to the field. Students enroll in CPSY 618 (Law and Ethics for School Counselors) in their first semester, as this course serves as a foundation for all fieldwork experience and future coursework. Candidates also enroll each semester in a fieldwork experience (CPSY 619 – Fieldwork; CPSY 620-624 Internship I – IV), which provides time each session for supervision and discussion about legal and ethical dilemmas, which arise throughout the program. While CPSY 618 is offered in the first semester, themes of Law and Ethics are explored in application during other courses in the program, including CPSY 610: Consultation with Parents and Teachers and CPSY 615: Assessment.	**Competency Attestation Sheets** **CPSY 610** **Group Presentation** **CPSY 615** **Review Test**

mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services.	A main component of the fieldwork experience is weekly supervision with a student's mentor counselor. These supervision experiences serve as an opportunity for candidates to ask their mentor counselors questions about their work with students in their caseload and are beneficial when legal/ethical dilemmas arise. Mentor counselors advise the interns in laws/statutes specific to California, and rate students on their familiarity and adherence to such mandates on a semester basis. A requirement of enrollment in the program is membership with the American School Counselor Association (ASCA). Such membership provides interns with liability insurance, a subscription to their periodical, and access to their website. The *ASCA School Counselor* and the Organization's website offer a plethora of information pertaining to current themes in the field, including Legal and Ethical considerations. The following are components of our coursework which meet the California standard for Professional Ethics and Legal Mandates: In CPSY 610 (Consulting with Parents and Teachers) students were required to research and develop a professional-development or parent workshop on issues pertaining to consultation with parents and which responded to ethical considerations inherent in the process. Candidates demonstrate their knowledge of legal and ethical mandates in this in-class presentation. In CPSY 615 (Assessment and the Counselor) students were tested on their knowledge of ethical considerations as they apply to assessment and testing of students for Special Education. In CPSY 618 (Law and Ethics for School Counselors) readings and lectures assigned provided students with ample opportunities to familiarize themselves with topics including: professionalism and negligence, child abuse and sexual activity laws, violence and sexual harassment, FERPA and obligations to the court, advocacy ethics, and counseling LGBTQ identified students. In CPSY 618 candidates are also provided with numerous opportunities to demonstrate an understanding of these ethical standards and laws pertaining to the school counseling profession, including: presenting a informational session on an ethical issue or legal mandate/statute affecting school counselors, and a final exam responding to ethical/legal dilemmas in the school counseling field. In CPSY 620 (PPS Traineeship I) students are required to obtain and present documentation of parental consent for all students in their internship caseload. In CPSY 620 students discussed the difference between the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA) In CPSY 620 students presented on a case study pertaining to 504 Plans.	**CPSY 618** Course Schedule Group Assignment Final Exam **CPSY 620/602** Parental Consent IDEA/ADA 504 Plan
The program requires candidates to demonstrate the ability to access information about legal and ethical matters.	The program encourages and fosters open communication between students and mentor counselors, fieldwork professors, and faculty advisors. All relationships offer students the opportunity to further explore legal and ethical issues, which pertain to the school counseling field, especially when dilemmas or conflict arise. Additionally, students are constantly taught about professional liability and the requirements of being mandated reporters. In CPSY 618 students attended a lecture and question and answer session with a case manager at the San Francisco Department of Child Protective Services. In CPSY 618 student conducted a literature review of an ethical issue or legal mandate/statute affecting school counselors and which required its application of California Standards for the School Counseling Profession.	**CPSY 618** Guest Speaker Group Assignment Case Scenarios Professionalism Activity Confidentiality Inventory

	In CPSY 618 students participated in several ethical case study group activities and a class discussion on confidentiality as it pertains to decision-making in ethical dilemmas. In CPSY 619/620/621/622/623/624 (Fieldwork Practicum and PPS Traineeship courses) students are provided with in-class supervision time. Requirements of these courses include weekly supervision with mentor counselors, a time to ask questions pertaining to legal/ethical concerns.	**CPSY 620/602** **Syllabus** **Supervision Requirement**
Standard 7: Family-School Collaboration		
The program provides candidates with opportunities and experiences to display an understanding of the ways in which pupil development, well- being, and learning are enhanced by family-school collaboration.	Candidates in the School Counseling Program at USF are prepared through course work and fieldwork experience to work with the school and the families to support pupil development and wellbeing. CPSY 610 (Consulting with Parents and Teachers) is a vital course that teaches candidates consultation skills for working with families. In addition, candidates learn how to collaborate with families taking into consideration the pupil's developmental stage (e.g., age; different grade levels) and cultural background. The school counseling competencies to collaborate with families/parents acquired in this course include: a) understanding of parent consultation models and how to collaborate with parents and families, and b) learning skills in assisting parents to support the personal and academic needs of students. In this course ecological frameworks of consultation in schools are emphasized, in which pupil's family and community contexts are considered central to foster positive pupil development. In addition, during their fieldwork at school sites, candidates apply skills learned in working with families to best aid and support pupils. In fieldwork courses, such as CPSY 622/604 (PPS Traineeship/Internship), candidates share their experiences and receive feedback from the instructor and their colleagues about their work with pupils and families at their school site. Candidates review and discuss strategies to encourage families to be involved and collaborate in the schools. Other courses also provide knowledge about the importance of family in pupil development. For example, topics in CPSY 612 (Developmental Counseling: Child and Adolescent) elaborate on the importance of family involvement in the development of youth, such as attachment theory, diverse family socializing influences and other relationships that shape an individual (e.g., parenting styles). In CPSY 606 (Cross-Cultural Counseling), candidates learn about how cultural values influence family relationships, which are foundational aspects for candidates to consider when collaborating with families in developing a plan for pupils. In CPSY 610, expert guest speakers present and discuss different aspects of consultation to provide candidates with critical applied knowledge about consulting with parents in schools. For example, a Parent Liaison from SFUSD, social worker, and a special education supervisor present on the topics of consulting and collaborating with families in schools. To promote critical thinking and elaboration of this content, candidates write Reflection Papers identifying key principles in consulting and collaborating with parents and teachers. Additionally, candidates reflect on and identify specific principles they can use in their work with families/pupils at their school sites. A Case Study assignment in CPSY 610 requires that candidates apply the knowledge and skills acquired in the course to a consultation situation at their school sites. This involves exploring and incorporating the family's background in developing a plan of action to support a pupil in need. In CPSY 606, candidates complete a Multicultural Youth Case Study on a pupil they are working with at the school site. Candidates must understand sociocultural issues and the family's perspective on the pupil's issue. The candidate must also elaborate on how the family will be involved in the pupil's counseling plan.	**CPSY 610** **Syllabus** **Guest Speakers** **Reflection Paper** **Case Study** **CPSY 622/604** **Syllabus** **CPSY 612** **Syllabus** **CPSY 606** **Multicultural Youth Case Study**

The program requires candidates to work with parents to foster respectful and productive family-school collaboration.	During their tenure at the School Counseling Program at USF, candidates learn about the importance of working with and involving families of pupils in their counseling work. Through course assignments, candidates practice their course-learned skills at their fieldwork sites. In CPSY 610, candidates demonstrate knowledge about how to support families by creating a Parent Workshop group presentation to address relevant school and pupil issues. Candidates are required to prepare material and to practice teaching on a pupil/educational/school issue intended for an audience of parents. Sample topics of these workshops include, but are not limited to: positive discipline practices at home, helping depressed youth, relieving stress, etc. In CPSY 611 (Problem Solving Counseling), candidates learn to collaborate with parents, teachers, and other systems in developing behavioral or educational support plans for pupils. Part of the Functional Assessment and Proposed Behavior Support Plan course-assignment is to interview the parents of a pupil the candidate is working with in fieldwork. The purpose of collaborating with family and understanding their background is for the candidate to develop a support plan that works for the pupil and family. The developed plan may involve family members to play a direct role in helping the pupil.	**CPSY 610** **Group Presentation** **CPSY 611** **Support Plan Assignment**
Standard 8: Self-esteem and Personal and Social Responsibility		
The program provides candidates with opportunities and experiences to assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.	Candidates enrolled in the University of San Francisco's School Counseling Program must demonstrate knowledge and skill through course work and field practice in the following areas: Assessment; personal and social counseling; cross cultural counseling; group counseling; child and adolescent development; academic and career counseling; consultation with parents and teachers; legal aspects and professional ethics; learning and instruction; prevention and early intervention strategies; leadership, collaboration, coordination of pupil support systems; and research and program evaluation. In order to be effective school counselors in all of the above domains, candidates must assess their own experiences with self-esteem and how those experiences interact with self-esteem of students, personal and social responsibility, and a commitment to life-long learning. Fieldwork courses, CPSY 619, 620, 621, 622, and 623, provide candidates with outlets to experience these issues as they pertain to the field of school counseling. In CPSY 619, candidates become familiar with the fieldwork requirements, their placement settings, the role of school counselors, the counseling competencies and how they can be met through fieldwork experience. In CPSY 620, candidates are assisted in understanding their role as well as their personal and social responsibility in the school setting, developing their counseling skills, legal and ethical practices, cross-cultural counseling issues, and prevention and early intervention strategies in the school setting. In CPSY 621, candidates are assisted in further defining their roles as school counselors through more in-depth self-examination of professional and personal responsibilities, further refining counseling skills, learning group counseling skills, and assessment issues. They learn that self-assessment of self-esteem and social and personal responsibility is a lifelong process that they must continue throughout their lives. In CPSY 622, candidates continue to refine counseling skills, practicing group counseling skills, engaging in prevention and early intervention activities, and providing intervention strategies in the classroom. In CPSY 623, candidates are assisted in practicing their individual and group counseling skills, academic and career counseling, consulting with parents and teachers, and consulting wit schools in developing student services. In CPSY 619, 620, 621, 622, and 623, candidates and course instructors are partners in the learning process. Direct supervision in the class provides candidates with an opportunity to	**CPSY 619** **Syllabus** **CPSY 620/602** **Syllabus** **CPSY 621/603** **Syllabus** **CPSY 622/604** **Syllabus** **CPSY 623/605** **Syllabus** **CPSY 622/204** **Fieldwork Topics** **CPSY 619** **Learning Goals** **CPSY 622/604** **Learning Goals** **CPSY 621/603** **Counseling Process Notes** **CPSY 619** **Life Road Map Questions** **Presentation Portfolio** **CPSY 621/603** **Case Presentation Forms**

	examine, on a personal level, individual qualities that enhance or impede work as a school counselor. The fieldwork courses focus on the practical application in the school environment of theoretical and methodological foundations taught in the core curriculum. These courses allow candidates to process with both the instructor and colleagues counseling issues and concerns at the fieldwork placement sites. Candidates give and receive feedback throughout the course each semester. Course instructors act as a resource and guide candidates using his/her experience as a practicing school counselor to assist students in their learning process. Through assignments and discussions, students reflect upon their fieldwork experiences and discuss underlying philosophy, theoretical foundation, comprehensive requirements, and the developmental nature of K-12 school counseling. Fieldwork themes Candidates become competent school counselors in fieldwork courses as they practice developing and assessing manageable and measureable learning goals (both for him/herself and those of the students), gaining experience and confidence in working within a school system, receive feedback from course instructors and colleagues to foster development, demonstrating individual and group counseling skills, exploring social, cultural, and economic contexts in which students and families live, critically evaluating their work as a school counselor candidate, understanding and keeping current with educational trends, and learning the roles and responsibilities of all school personnel on-site and at the district level. Candidates are able to process and grow from on-site experiences through the use of weekly journal entries and weekly individual counseling process notes required in courses CPSY 620, 622, and 623. Weekly journal entries require students to process in-depth personal reflection, self-awareness of self-esteem, and personal growth by reflecting on weekly activities, a major focus of the week in counseling, weekly highlights and challenges, and questions or concerns that candidates need assistance with clarifying. Counseling process notes require candidates to document the counseling growth and process for individual students on a candidate's caseload. Counseling process notes address student demographics, reason for referral, goal of the session, approach and interventions used, subjective and objective observations, analysis of what is going on with the student, assignments given, a plan for the future sessions, additional information, and any additional concerns or questions candidates need feedback on. This allows candidate to examine their own process as well as the work they are doing with students on-site. Candidates are able to practice social skill building, personal and social responsibility, and issues related to self-esteem, and positive relationships with students in the following courses: CPSY 619: Candidates identify personal learning goals for their enrollment in the program. This activity address knowledge, personal development, professional development, and self-assessment goals, activities to reach the goal, and assessment of accomplishment of the goals. Students learn that this process of self-reflection, self-assessment, and growth is a lifelong process that they must continue with after they complete the program. CPSY 619: The Life/Road Map Brainstorming activity in class allows candidates to process how they made it to this point in their life. It includes guiding questions how candidates made it to college and graduate school, what happened in high school that lead them to or away from college, what happened during college that lead them to or away from graduate school, what shaped career plans, who played a role in individual plans, and what/who has helped/motivated/influenced candidates in the process. This activity provides candidates with personal insight and it can be adjusted to use with students in a school setting. Students reflect on their self-identity and self-esteem in this activity. CPSY 619: Candidates are informed of the presentation portfolio that is expected of them towards the end of the second year in the program. This is a collection of items organized in a labeled 3-ring binder that essentially showcases tools highlighting experiences, skills, and toolkits candidates have gained throughout the course of the program. This portfolio	**CPSY 622/604** **Needs Assessment** **Program Audit** **USF SCP Fieldwork Evaluation Form**

	supports lifelong learning as it can be shared in interviews and it serves as a base of knowledge with which build upon in the school counseling field. CPSY 620: Candidates perform Case Presentations in the form of Student Success Teams (SST) that are used in the San Francisco Unified School District, and in other districts under similar names. In this presentation, candidates take a student with whom they are working with on-site and hold a meeting with colleagues to provide appropriate support for the student depending on the student need, whether it be social, emotional, or academic. CPSY 621: This course provides students with appropriate skill development for prevention and intervention strategies, matriculation, lesson planning, and mental health issues. In addressing the previous issues, student develop and present a four-week curriculum for the class for either parents, teachers, students, or counselors. CPSY 622: In developing a Needs Assessment, candidates complete counselor and teacher observations describing the counseling office and classroom settings, how behaviors and students are managed in both contexts, how both interact with one another, and overall impressions of what it is like to be a counselor in a particular setting. This process also requires candidates to discuss their observations with their mentor counselor. CPSY 623: Candidates complete the Needs Assessment Program Audit by conducting appropriate interviews with school personnel and auditing the school counseling program according the American School Counselor Association standards. This provides candidates with knowledge and applicable skills in addressing student needs in accordance with national standards and how the standards will promote social and personal responsibility in the school counseling profession. In becoming competent school counselors, candidates are supervised by mentor counselors on-site at each fieldwork placement. Mentor counselors ensure at least one hour per week of individual supervision, provide candidates with a caseload of students to work with, monitor required competencies and certifies that the trainee has adequately met these by signing a weekly hour log sheet and completion of fieldwork activities, speak directly to the USF fieldwork instructor to review progress of the trainee, and will complete a written evaluation of student's performance at the end of each semester. The fieldwork evaluation form allows mentors to rate candidates in their competency of completing various activities, allows mentor counselors to give a written summary of candidate performance, allows the candidate to evaluate him or herself, and it allows the fieldwork instructor to give feedback. Throughout the fieldwork process, both in class and on-site, candidates are supported in individual growth, as candidates become competent school counselors. This is in ongoing evaluative process that addresses the responsibility of the candidate as a school counselor and how that responsibility directly affects the counseling relationship and outcome of the counseling process with students.	
Standard 9: School Safety and Violence Prevention		
The program provides candidates with opportunities and experiences to understand ways in which school environments can enhance the safety and well- being of all pupils.	The University of San Francisco's School Counseling Program affords candidates the opportunities and experiences to adequately assess the school environment and how school environments can be enhanced to promote safety and well-being of all pupils. This process is two-fold, as candidates must assess the school environment itself, as well as the needs of the student population. Several courses allow candidate to gain theoretical knowledge in this area, as well as practical application of understanding the school environment and how it relates to student well-being. The following courses assist students with the knowledge necessary for enhancing the school environment and the improvement of the student population. In CPSY 615, Assessment, counselors gain knowledge in the basic functions of assessment and measurement principles. As a result of the course, candidates are able to evaluate students and schools using different methods of assessment (testing, interviews, checklists,	**CPSY 615** **Syllabus** **CPSY 615** **Mental Status Class Assignment** **CPSY 622/604** **Syllabus**

	and direct observation), to interpret and integrate test and measurement results and assessment information to school personnel and parents, to know and understand measures commonly used for student functioning in schools, and to formulate recommendations based on the results of the assessment. Once candidates have a basic understanding of assessment and it's role in school counseling, candidates apply this knowledge directly to student issues. For example, in a mental status class assignment, students use assessment principles to role play several scenarios involving adolescent drug and alcohol abuse, manic states involving threats, a depressive student, and/or a anxious student. As part of this assignment, students must also assess physical appearance, attitudes, and activity, mood and affect, thought processes, cognition, and judgment and insight in youth at-risk. Based on information provided by assessments, candidates are able to design and implement effective interventions to increase the well-being of youth in schools. In CPSY 622, Fieldwork, and CPSY 609, Educational Psychology, candidates assess the current environments in which they work in as trainees in the program. In CPSY 622, candidates conduct a Needs Assessment Program Audit. In doing so, candidates complete counselor and teacher observations describing the counseling office and classroom settings, how behaviors and students are managed in both contexts, how both interact with one another, and overall impressions of what it is like to be a counselor in a particular setting. This process also requires candidates to discuss their observations with their mentor counselor. Candidates spend a day observing their mentor counselor and observe three different types of teachers in a classroom setting. As part of the counselor observation, candidates are required to write a report that describes the school, the student and staff demographics, the counseling setting, how many students the counselor saw and what issues were addressed, personal feelings about how the issues were addressed, and based on what was observed the candidates formulate questions to discuss with their supervisor. As part of the teacher observations, the candidates need to include a report about classroom management, the classroom setting, the students' behaviors, how those behaviors were dealt with, referrals to the counseling office, and how the school counselor would have addressed referrals. Also, within the course CPSY 609, a Teacher Interview paper is required of students. This assignment allows students to interview two different teachers (i.e., English Language Learner, special education, or honors instruction), discussing with each teacher their perspective of the role of the counseling office and their thoughts on how counselors can better serve students and support teachers. In this paper, students compare and contrast the feedback from each teacher, applying to the theories learned in the course. In critically assessing the school environment, candidates are made aware of the issues and procedures related to identifying youth at-risk and what can be done to enhance the well-being of those identified youth. In CPSY 610, Consultation with Parents and Teachers, candidates gain the skills and knowledge necessary to support difficult parents and teachers. Skills gained in this course provide candidates with techniques to assist teachers with classroom management and support and to assist parents with supporting the personal and academic needs of their child. There is an focus within the course on consultation about students with emotional, behavioral, and/or academic problems. As assigned in the course, students will develop and implement a professional development/training workshop for either teachers or parents on various issues related to school consultation. Possible topics include: positive discipline, child abuse and reporting, interventions and alternatives to suspensions and expulsions, supporting youth exposed to trauma in schools, self-care, stress reduction, and vicarious trauma, substance abuse, intervening with depressed or suicidal youth, foster and homeless youth, effective behavior management, etc. The combination of the courses listed above provide candidates with a well-rounded approach to school safety and violence prevention in schools, beginning first assessment of the school and of the student(s), then with design and implementation of an intervention, finishing with skills for effective consultation with teachers and parents.	**CPSY 622/604** **Needs Assessment and Program Audit** **CPSY 609** **Syllabus** **CPSY 610** **Syllabus** **Group Presentation** **Professional Development/ Training Workshop**

The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment.	Prevention, intervention, and treatment within the school setting are addressed in theoretical models as well as in practical implementation throughout the School Counseling Program courses. Candidates in the program are assisted with skills involved in performing an effective program audit, to determine what services are or are not in place in schools, in assessing the differential levels of interventions, and building on knowledge of theories in schools for providing effective prevention and intervention strategies in schools to promote school safety. The following courses provide candidates with the appropriate skills and knowledge for promoting the well-being of students through prevention and intervention methods: In CPSY 623, Fieldwork, Candidates complete the Needs Assessment Program Audit by conducting appropriate interviews with school personnel and auditing the school counseling program according the American School Counselor Association standards. This provides candidates with knowledge and applicable skills in addressing student needs in accordance with national standards and how the standards will promote school safety for all students. The Needs Assessment Interview completed by the candidate, requires interviewing administrators, teachers, counselors, students, parents, and classified staff members, about the services provided by the counseling office at the school. Candidates address what is effective about the school's counseling office program and what areas need improvement, according to information gathered in the interviews. Candidates are also required to provide a description of the school, community, and counseling program, discussing the structural components, program philosophy, and planning, the guidance curriculum in place, and the individual student planning, responsive services, and system support as part of the counseling program. Based on the information obtained, students would inform their practice as future school counselors. In CPSY 611, Problem Solving, Candidates become knowledgeable in assessing, designing, and implementing student interventions at the individual, class-wide, and school-wide level. Much of the literature in the course focuses on the implementation of positive behavior supports and response to intervention. Candidates in this course are able to demonstrate knowledge regarding multi-tiered framework and school-wide positive behavior support programs in assisting students and schools in crises. Also within the scope of the course, candidates become knowledgeable on the following topics: emotion regulation skills (including coping skills, distress tolerance, and mindfulness), developing behavior support plans, common childhood and adolescent disorders, cognitive behavior techniques and interventions, environmental manipulations, and classroom management. In CPSY 608, Candidates become competent in knowledge regarding prevention and intervention theories and how those theories are applicable in the school setting with youth-at risk. The course textbooks, Youth at Risk: Resource for Counselors, Teachers, and Parents (Capuzzi & Gross, 2008) and Fostering Resilience: Expecting all Students to Use Their Minds and Hearts Well (Krovetz, 2008), provide students with knowledge in the following areas: prevention goals, resilience, individual, family, and community influences, characteristics of effective prevention programs, prevention in schools, characteristics of schools that foster resilience, prevention of specific disorders (depression, suicide, self-harm, eating disorders, etc.), substance abuse prevention and sexuality, and putting it all together, how school counselors implement effective prevention and intervention strategies in schools. In CPSY 618, Law and Ethics, Candidates become competent in knowledge and practice in legal and ethical issues surrounding ethical principles for school counselors and identifying laws pertinent to students in the delivery of school counseling services. Specifically, lectures and readings assist in candidate knowledge in the areas of negligence, child abuse, sexually active students (rape and statutory rape), bullying, violence, and criminal activity, and the counselors role in teaching students to value diversity.	**CPSY 623/605** **Syllabus** **CPSY 622/604** **Needs Assessment and Program Audit** **CPSY 611** **Syllabus** **CPSY 608** **Syllabus** **CPSY 618** **Syllabus**

The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence.	In CPSY 608 students complete a program evaluation that assesses the structural components of the schools, the functioning of the school, and the effectiveness of the school. Candidates assist in the development and implementation of a comprehensive program at their school sites according to the information and skills obtained throughout the course. Like many other courses in the School Counseling Program, students learn the theories during instructional class time, and are then required to apply those skills and knowledge to a school setting. The program evaluation is a semester-long project that requires skills in the following areas: Assessing the Structural Components of the School: This includes evaluating the mission, the organizational structure (formal and informal), the teaching staff, the support staff, the student population (demographics, special needs, at-risk, truant, etc.), the available support services for students' academic and emotional needs, the prevention programs (universal, selective, targeted), and the curriculum (how is it selected, is it standardized by the district, variations in implementation, etc.). Assessing the Functioning of the School- The Formative Evaluation: this includes describing the school climate, teacher satisfaction, student satisfaction, positive behavior support versus a discipline perspective, students individual academic and socio-emotional needs being met, how is student progress assessed and supported, how is curriculum implemented, how engaged are students in learning, how do families participate in the school, how is the community connected to the school, and how many students access support services. This is important in the development and implementation of a comprehensive program that reduces the incidence of school site violence because it provides candidates with a well rounded view in looking at the school in it's entirety. In order for a program to be effective it must address all of the issues of what is helping and hindering the school from functioning without violence. School climate factors, like a student's sense of connectedness, equity and acceptance, sense of safety, staff and student relationships, positive messages, upbeat physical environment, and choice and voice in the running of the school are all vital to the reduction of school site violence. If these school climate needs are not being met, then a more effective program needs to be implemented. Teacher and student satisfaction is also important in reducing school site violence. If teachers want to be effective leaders in and out of the classroom, opportunities need to exist for professional development, teachers need to feel valued and respected, and they must feel like they have an important role in the decision making of the school. Students, on the other hand, need to feel cared for, accepted, connected, and supported in receiving services. Assess the Effectiveness of the School- Summative or Outcome Evaluation: This assess how successful the school is in achieving it's mission, academic data for the school, retention or promotion rate, disciplinary data, attendance, and what students and staff say about the school. Overall Evaluation: This portion of the program evaluation measures the extent to which the school helps foster resilience in youth. In doing so, candidates identify the strengths and weaknesses of the school based on information gathered and areas that need improvement. In evaluating the overall data, students use knowledge from material learned in the course to make specific and insightful suggestions on how to improve the school program, identifying necessary programs to adopt, services that should be provided, what needs to change in the ways in which things are done or decisions are made, including how each candidate will encourage the school to adopt the recommendations. This process provides candidates with the necessary practice in evaluating a program and it's effectiveness in serving the school population. Reducing school site violence is much more complex, as this program evaluation shows it involves knowledge in multiple areas, and skills working with various school personnel and students. The outcome of the course leaves students feeling competent in evaluating and developing effective programs for their school sites.	**CPSY 608** **Syllabus** **Program Evaluation** **Grading Rubric** **Special Topics**

The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.	In CPSY 613, Group Counseling, students learn and practice the skills of group counseling as they relate to a school-based setting. Candidates learn to assess student need for a particular group, and the process of planning, organizing, and evaluating a group. During the course, candidates become competent in understanding group dynamics and possess skills in group work, including counseling, psycho-education, task, and peer helping groups, facilitating teams to enable students to overcome barriers to learning, identifying students' needs for group work, creating early intervention strategies for addressing problems, planning, implementing, and evaluating a group that enables students to acquire knowledge, attitudes, and interpersonal skills that help them understand and respect themselves and others, make decisions, set and achieve goals, and develop safety skills. With the knowledge and skills acquired in the course, students are required to write a proposal for a psycho-educational group that will run in schools for the ten weeks. Through course lectures and readings, students become knowledgeable in understanding student behavior as a function of the emerging self in conjunction with the influences of peers, family, and cultural communities, evaluating the developmental, emotional, academic, and cognitive needs of individuals and the group as they relate to theories, ethical and legal mandates as they apply to group counseling (suicidality, homocidality, psychological risks, scope of practice, drugs, self disclosure, and the role of personal values), how to screen prospective members, where to advertise, how to have the groups offered fit in with the needs of the school structure and community, and creating safety, personal enhancement, and interpersonal skills within the structure of a group. This course provides students with effective skills for both individual and group counseling, how students' needs are being met within the course, and how to effectively address those needs in the school setting.	**CPSY 613** **Syllabus** **Group Written Assignments** **Final Essay Questions** **Counseling Skills Handout** **Change Your Thoughts Activity**
Standard 10: Consultation		
The program provides candidates with opportunities and experiences to demonstrate knowledge and application of theories, models, and processes of consultation.	Candidates in the School Counseling Program at USF take courses that focus in consultation models and skills to work with parents, teachers, and schools. More specifically, in CPSY 610 (Consulting with Parents and Teachers), candidates learn theories, processes, and skills for consultation. Candidates also reflect on the underlying principles of consulting and collaborating with parents and teachers at their particular school sites. Furthermore, in CPSY 617 (Consulting with Schools), candidates learn about consulting with organizational structures (e.g., schools). In the CPSY 610 course, candidates learn different consultation theories, models, and skills to apply in schools. In addition, multicultural, behavioral, ecological, and Caplanian mental health consultation approaches are covered. Case materials and case studies are used to promote candidates application of consulting principles and skills in school counseling. More specifically, in CPSY 610, candidates complete a Case Study in which they apply learned skills (e.g., a situation with a student they are working with at the school site). In this assignment, candidates go through different phases of the consultation process, which involves talking with parents and teachers. In addition, candidates develop a Group Presentation in the form of a Staff Development or Parent Workshop, in which they apply their acquired knowledge and skills in responding to consultation needs. In the CPSY 617 course, candidates acquire consulting knowledge for developing, implementing and evaluating a comprehensive counseling and guidance program, according to the needs of schools. Candidates also review coordination strategies with different parts of the school organizational structure, which build collaborative partnerships among school staff, parents, and community resources to enhance student and staff support services. Consultation models for working with schools and organizations are also reviewed in this course. Educational policy and context are also explored when elaborating on the role of school counselor in consultation. Candidates also integrate views and practical considerations of their role as agents of change within school/educational systems. To demonstrate their knowledge, candidates engage in class discussions/activities. They also write a review educational governance topics or a guidance program/curriculum meant for system-wide change to present to the class. Through exploring educational issues from the community/organizational point of view, candidates are able to elaborate and apply	**CPSY 610** **Syllabus** **Reflection Paper** **Case Study** **Group Presentation** **CPSY 617** **Syllabus** **Assignments**

	principles of (school) systemic/organizational consultation.	
The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies.	In addition to the course content and assignments presented above, other courses in the School Counseling Program curriculum afford candidates with opportunities to learn and apply knowledge about diversity and consulting in schools: In CPSY 609 (Educational Psychology for Counselors), candidates acquire and demonstrate knowledge about learning styles, classroom instruction management to benefit pupil's outcomes. This knowledge provides a foundation for candidates ability to serve as consultants at their schools (skills that they continue to develop in two consultation courses: CPSY 610 and CPSY617). In CPSY 609 candidates are required to interview and consult with teachers at their school site about educational instruction and learning styles issues. Candidates write a report about their interviews where they elaborate on pupil's learning needs/styles and strategies. This exercise allows candidates to discuss with teachers critical pupil learning issues and supports. To develop multicultural competencies in providing consultation to schools, communities, and families, candidates learn to be culturally sensitive and aware of their own cultural biases. In CPSY 606 (Cross Cultural Counseling), candidates are taught about the sociopolitical contexts of schools and how factors like discrimination hinder relationships within the school between teachers and students. Students discuss consulting and counseling interventions to address these issues. In addition, candidates prepare Group Presentations on a specific cultural group in schools. In this presentation, candidates provide and overview of issues facing the group as well as strategies about how to best support these pupils and consulting with families and schools. In CPSY 617 (Consulting with Schools), candidates also are exposed to current knowledge to provide service and consultation in schools with respect to discipline management and school climate. For example, a guest speaker from SFUSD provides a presentation about Restorative Practices Initiative, which is a recent/current district initiative to manage discipline issues and provide support to pupils. Candidates also have the opportunity to consult with parents and teachers at their fieldwork sites, which is one of the student learning outcomes in CPSY 622/604 (PPS Traineeship/Internship III).	**CPSY 609** **Syllabus** **Teacher Interview Assignment** **CPSY 606** **Syllabus** **Group Presentation Guidelines** **CPSY 610** **Syllabus (Group Presentations)** **CPSY 622/604** **Syllabus**
Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.	In the School Counseling Program at USF, candidates are exposed to course content and experiences that allow them to address problem behaviors or consultation questions to support pupil learning and promote success. For example: Through CPSY 611 (Problem Solving Counseling), candidates learn and practice doing functional assessments and behavior support plans. Candidates are taught how to work with parents, teachers, and systems. For their final project, candidates support a pupil by conducting a functional assessment to identify factors associated with the problem behavior or issue they are addressing. Additionally, candidates consult with teachers and families to investigate their perspectives on the student's issue. Candidates use this data to make decisions and designing a support plan for the pupil, which involves changing antecedents and other factors at school or at home that precede the challenging behavior. In the second portion of the project, candidates implement the support plan and evaluate how effective it is in helping the pupil. Candidates are taught about which teaching strategies are found to be most effective in pupil learning in CPSY 609 (Educational Psychology for Counselors). They demonstrate this knowledge through in-class presentations. Specifically, candidates must complete a Critical Issue Presentation, which involves choosing a controversial educational issue that impacts pupil learning (e.g., bilingual vs. English only instruction; integration/segregation in special education). In addition, candidates must also present the implications the issue has on instruction, which allows them to elaborate on learning and instruction themes for	**CPSY 611** **Syllabus** **Functional Assessment & Support Plan** **CPSY 609** **CPSY 609** **Critical Issue Presentation**

	consulting with teachers and parents.	
Standard 11: Learning Theory and Educational Psychology		
The program provides candidates with opportunities and experiences to display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences.	The school counseling program at the University of San Francisco teaches candidates about theories of learning, factors that hinder or support learning, and strategies to create learning environments that are culturally sensitive and meet pupil needs. Candidates are also taught about how important family involvement is in the pupil's education. This content is covered in different courses in the USF school counseling program's curriculum. Below there are examples of how candidates demonstrate their knowledge in this area: In CPSY 609 (Educational Psychology for Counselors), candidates demonstrate acquired knowledge of learning theories through Constructive Response papers that call for candidates to reflect on readings and identify practical applications from the readings. Content covered includes: cognition, intelligence, information processing, in which candidates learn about perception, attention, and memory processes that impact learning and instruction of pupils. Through review questions submitted in class, candidates recall lecture material and how the information leads to strategies to help pupils learn. Candidates also demonstrate their understanding of how feelings and emotions affect learning and self-esteem by researching and presenting about the psychological effects of critical educational strategies/issue in CPSY 609's Critical Issue Presentation. Candidates research and do a 45 minutes presentation where they also elaborates on how the educational strategy/issue impact pupil's learning and instruction in schools. In CPSY609 candidates also are taught a section on motivation theories and social, emotional, and moral development. They then complete a Constructive Response for that section to demonstrate what they have learned and how it relates to pupil instruction/education. Candidates learn about how parents and caregivers influence pupil learning and development in CPSY 612 (Developmental Counseling: Child and Adolescent). Candidates show their understanding by completing a 3:2:1 Activity, which involves reflecting on readings for that section and finding application for counselors in working with pupils in light of family influences on pupil learning. Through CPSY 606 (Cross Cultural Counseling), candidates learn about how culture affects a pupil's academic performance. Candidates do a Group Presentation on a specific cultural group, including presenting on the issues facing the cultural group in schools and strategies to work with those pupils. In CPSY 614 (Academic and Career Counseling), candidates write reading responses to topics pertinent to academic counseling and diversity. Specifically, they respond to readings about academic motivation and identification in pupils while taking into consideration race, culture, and the school context. In the response papers candidates must address specific reading points; while offering a critical analysis of the reading content based on their professional observations as a school counselor and/or their knowledge of critical issues in the education field.	**CPSY 609** **Syllabus** **Constructive Responses** **Information Retention** **Critical Issue Presentation** **Course Section** **CPSY 612** **3:2:1 Activity** **CPSY 606** **Group Presentation** **CPSY 614** **Syllabus**
Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.	Also, in CPSY 609, candidates observe an Individualized Education Plan meeting and write a report. Among the items they address, candidates write about how the IEP meets/assists with the pupil's learning at the school. In their write-ups, candidates take into consideration the pupil's learning needs and strengTHS. In CPSY 611 (Problem Solving Counseling), candidates learn several strategies to help pupils be responsible for their own learning. They learn and practice motivational interviewing to gather learning information from pupils and deliver interventions to increase	**CPSY 609** **Syllabus** **CPSY 611** **Syllabus** **Motivational Interviewing**

	learning. In the Functional Assessment and Behavior Support Plan assignment, candidates develop an individualized intervention plan for a pupil they are working with at their school sites. In this assignment, candidates demonstrate their knowledge about instructional strategies by incorporating behavioral techniques learned in class. In addition, in CPSY 611, candidates evaluate instructional methods and device interventions to address pupil's behavioral concerns that impact learning. They demonstrate this knowledge by designing positive behavioral plans (including: modification of environment and/or modification of instruction) that are congruent with the pupil's behaviors and needs.	**Functional Analysis Project** **Positive Behavior Intervention Plan**
Standard 12: Professional Leadership Development		
The program provides candidates with opportunities and experiences to display an understanding of the development, improvement and evaluation of programs that support effective pupil learning.	Candidates in the University of San Francisco's School Counseling Program are given multiple and various opportunities to design, implement, and evaluate school programs that support effective student learning. Each course provides students with different or enhanced skills to put into practical use at the candidate's school site. The coursework presented below is based in theoretical models and effective practice in the school counseling profession. As candidates advance in the program, they will develop professional leadership in the following ways: CPSY 608, Prevention and Intervention in Schools, candidates complete a program evaluation that assesses the structural components of the school, the functioning of the school, and the effectiveness of the school. This evaluation requires skills that are learned throughout multiple courses in the School Counseling Program. The evaluation of the school program should address critical issues of the school based on observations of the functioning of the school, a review of the data the school collects on the student body, and interviews of the teaching staff, students, parents, and community members. Also in CPSY 608, Prevention and Intervention in Schools, candidates are divided into three groups to design programs to make schools a positive place for students to learn. The groups design eight-week programs to address bullying, school climate and school connectedness, and organizational, study skills, and motivational enhancement. Each program address objectives of what the students will be learning, what will be taught, how will it be taught, how will the skills transfer from the group to the school setting, the role of the family, and a method for assessing the effectiveness of the program. In CPSY 609, Educational Psychology, candidates use practical skills to become an integrated part of the school in multiple aspects. Candidates utilize teachers as a resource to better understand how counselors can be more effective in supporting student learning and teachers with classroom management. The Teacher Interview assignment allows candidates to interview two different teachers (i.e., English Language Learner, special education, or honors instruction), comparing and contrasting each teachers' perspective of the role of the counseling office and support services provided at school. In another assignment, candidates are expected to complete a paper on the observation of an Individualized Education Plan, Restorative Practice Circle, grade or subject level meeting, or a Student Success Team. This observation provides candidates with a better understanding of why the meeting was called, who is included in the process, how does this process support the student, the school, and the family, what the outcome was, how the process helped lead to a conclusion, how productive the meeting was, and what was the role of the school counselor in the meeting. In completing these assignments, candidates are able to identify problems that impede student learning and how school counselors can implement effective interventions to improve outcomes for students. In the fieldwork courses CPSY 622 and CPSY 623, candidates conduct a year-long Needs Assessment Program Audit. In the Fall semester of the second year in the program, candidates complete the Needs Assessment, where candidates complete counselor and teacher observations describing the counseling office and classroom settings, how behaviors	**CPSY 608** **Syllabus** **Program Evaluation** **Program Evaluation Rubric** **Group Design Class Assignment** **CPSY 609** **Syllabus** **Observation Assignment** **CPSY 622/604** **Syllabus** **CPSY 623/605** **Syllabus** **CPSY 622/604** **Needs Assessment Program Audit** **CPSY 616** **Syllabus** **Grant Writing**

	and students are managed in both contexts, how both interact with one another, and overall impressions of what it is like to be a counselor in a particular setting. In the second semester of the second year, Candidates continue with the Needs Assessment by moving in to the Program Audit portion of the project. Candidates conduct appropriate interviews with school personnel and audit the school counseling program according to the American School Counselor Association (ASCA) standards. This provides candidates with knowledge and applicable skills in addressing student needs in accordance with national standards and how school counselors will use the ASCA standards to support effective pupil learning. In CPSY 616, Counselor as a Researcher, candidates become competent in knowledge and skill of effectively using data to influence program development, implementation, and evaluation, as to support improved outcomes for students. As an outcome of the course, students will be knowledgeable in basic qualitative and quantitative research designs, read and critique published research in school counseling, psychology, and education, conduct a school-based needs assessment for counseling and support services, develop a comprehensive program evaluation of counseling and support services, be able to apply research outcomes to prevention and intervention strategies in schools, present research findings to students, parents, school staff, and community stakeholders for program planning and development, and finally to develop a research proposal using research methods. Candidates in the course are also provided with knowledge on grant writing and how that translates into funds for schools and student enhancement.	
The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.	Aligned with the Jesuit tradition, the mission of the School Counseling Program at the University of San Francisco seeks to prepare school counselors to become agents of change by advocating for equality both inside and outside of schools. With a social justice orientation, the program focuses on multicultural youth development and counseling particularly in urban school settings. The curriculum in the program seeks to foster social justice in schools through equity, respect for diversity, creativity, and community empowerment, by educating students to design and implement changes at the individual, group, and systemic level. We pursue our mission through academic excellence, real life experiences, and partnerships with multicultural families, schools, and communities. The mission of USF's School Counseling Program is rooted in each of the courses provided to candidates as well as in opportunities in other facets of the program itself. For example, each year the second year student program representative's address a critical and current social justice issue that students or schools face in the San Francisco community, as pertaining to the school counseling field. The program representatives develop, implement, and evaluate a plan each year to address the particular social justice issue, involving the first and second year students, the program professors, and the community schools and organizations. These social justice initiatives are collaborative in nature and often are rooted in partnerships with local schools or communities in need of attention. The social justice initiative, developed each year by the program representatives, provides candidates with opportunities to get involved in education related issues that directly impact the community with which we live, collaboratively working with professors and community organizations. The University of San Francisco also provides a Social Justice in Schools Prize to students in San Francisco schools. Candidates in the program promote this award at their individual schools sites, nominating students they select as meeting the criteria. The purpose of this award is to encourage and support young leaders in our schools by recognizing and identifying high school-age students whose vision and efforts have created more equitable conditions in urban schools. The School Counseling program hosts an annual essay competition to reward young leaders who have demonstrated outstanding work in pursuit of equitable conditions in San Francisco Unified School District (SFUSD) high schools. One student will receive a cash prize of $300 for exceptional work in promoting social justice in schools. USF recognizes the need for more equitable conditions in public schools and is proactive in	**USF SCP Mission Statement** **CPSY 609 Syllabus**

	seeking positive change by empowering youth to become part of the solution. The USF Social Justice in Schools Prize is intended to identify and reward young leaders who have taken initiative in their own schools and who have been involved in an activity or activities that have contributed to making positive changes in their school. Through this effort and collaboration with schools and students in SFUSD, it is our hope that this prize will not only identify students who have shown commendable work, but also encourage and inspire others to join in this common goal. An example of program candidates operating as systems change agents in the coursework is provided by the course CPSY 609, Educational Psychology. The final project of the course, the Critical Issue presentation, serves to present multiple perspectives regarding student learning, psychological and social impacts on students, and implications for instruction, by investigating a critical and current educational trend. Suggested topics for this assignment cover material on social promotion and retention, bilingual education, same sex classrooms, response to intervention and traditional special education, special education testing, intelligence, the achievement gap, integration of technology in the classroom, and any other relevant topic. The opportunities in this course provide students with a wealth of theoretical knowledge with application of that knowledge to the practical field of school counseling.	
Standard 13: Collaboration and Coordination of Pupil Support Systems		
The program provides candidates with opportunities and experiences to collaborate effectively with community-based organizations, agencies, and other professionals.	Fieldwork courses (CPSY 620, 621, 622, and 623) provided in the School Counseling Program at the University of San Francisco provide candidates with the opportunity to collaborate and learn from like-minded colleagues in educational professions, particularly in school counseling. Fieldwork instructors are very effective at providing candidates with experiences and knowledge for current professional development opportunities related to district resources and school counseling at-large. For example, fieldwork instructors provide information to candidates about the following information: The San Francisco Unified School District provides middle and high school professional development opportunities throughout the year regarding current issues in education. Topics include, but are not limited to, drug prevention, gang violence, foster youth, homeless students, HIV/STD prevention, restorative justice practices, brief intervention training, nutrition, and other related topics in the San Francisco community. California Association for School Counselors: Instructors provided candidates with information about local professional development opportunities on topics relevant to school counselors. Topics include, but are not limited to, supervision, grief, self-care, peer leadership, resilience, motivating guidance presentations, and many more. San Francisco State and the Early Start Program: Instructors provide candidates with relevant information to pass along to our students. This is an example of a local program to help first-time freshmen applicants get an early start in their preparation for college level work. Electronic Newsletter: Instructors prove candidates with information about news and resources in education by linking candidates to popular education newsletters. Newsletters include: schoolcounselor.com, teachermagazine.org, digitaldirections.org, teachersourcebook.org, topschooljobs.org, and edweek.org. In core coursework, candidates become knowledgeable and skilled at collaborating with on-site and off-site educational professionals in the following courses: In CPSY 610, Consultation with Parents and Teachers, candidates gain the skills and knowledge necessary to collaborate effectively parents and teachers. Skills gained in this course provide candidates with techniques to assist teachers with classroom management and support and to assist parents with supporting the personal and academic needs of their child. As assigned in the course, students will develop and implement a professional	**CPSY 620/602** **Syllabus** **CPSY 621/603** **Syllabus** **CPSY 622/604** **Syllabus** **CPSY 623/605** **Syllabus** **SFUSD Professional Development Opportunities** **CASC Professional Development** **SFSU Early Start Program** **Electronic Newsletter Options** **CPSY 610** **Syllabus** **Professional Development Class Assignment**

	development/training workshop for either teachers or parents on various issues related to school consultation. Possible topics include: positive discipline, child abuse and reporting, interventions and alternatives to suspensions and expulsions, supporting youth exposed to trauma in schools, self-care, stress reduction, and vicarious trauma, substance abuse, intervening with depressed or suicidal youth, foster and homeless youth, effective behavior management, etc. Another assignment that addresses collaboration with parents and teachers is the reflection paper that is required of each candidate in the program. This paper allows candidates to reflect on issues of parent engagement, teacher collaboration, and student wellness as a result of services provided. The primary function of these assignments is to relate theories to practical skills of how important collaboration is as a school counselor. In CPSY 617, Consultation with Schools, candidates will develop an understanding of the organizational structures of districts, school sites, and counseling departments, the cultures created within, and the collaborative relationships necessary to provide support for students and staff. Throughout the course candidates will examine educational governance to better understand the interpretations and implementation of school regulations and policies, evaluate existing comprehensive guidance and counseling programs for effectiveness, and create strategies for the development of services as appropriate for the changing needs and resources of our schools. Candidates will become competent in effective collaboration and team building strategies to best utilize all resources for student and staff support, including the involvement of the family and the community. Candidates will use consultation models to effectively reinforce the vision and realities of counselors as change agents within the school and the community. Assignments in the course require candidates to complete the following: A) select a community-based organization that has collaborated with a candidate's school site, research the organization, and write-up and present the findings, B) Select a guidance curriculum or program, research and review the program, write-up and present the findings, C) demonstrate understanding od administrative law, school board policy, and common practice, select a topic to research, write-up and present the findings, and/or D) research a systems consultation/school reform in literature and write-up and present the findings. Candidates learn to be effective collaborators in the courses listed above, however, infused throughout many course assignments in the program is the requirement of aligning projects and papers with collaboration of school counselors and community based organizations. Examples are provided for the following courses: In CPSY 608, Prevention and Interventions in Schools, students address special topics of common problems in schools. For the Special Topics assignment students will read and present to the class a summary of a special issue from the course textbook, including relevant resources related to a particular topic for counselors, teachers, and parents. The summary of the topic should address how prevalent the problem is, what are the causes and contributing factors to the problem, what are the protective factors that make it less likely that a student will experience these problems, and one evidence-based prevention program that has been reported to be effective in reducing the likelihood that the student will experience that problem. The resources include: two relevant books, web-sites that provide support, two or three local community organizations that provide preventive and treatment services to families and to schools, and two evidence-based interventions that can be implemented in the school setting at universal or selective levels of prevention. In CPSY 606, Cross Cultural Counseling, candidates are required to complete group presentation: Based on the reading assignments in the course and other relevant literature, students will present the material to the class and lead discussions based on effective cultural counseling strategies for the following specific groups: Latinos, Native Americans, African Americans, Chinese Americans, gender differences, gay, lesbian, and transgender youth, and youth with disabilities. As a requirement of this assignment, candidates provide colleagues with community-based organizations and resources for effective counseling strategies, and an overview of the cultural values of the particular group being presented.	**CPSY 610** **Reflection Paper** **CPSY 617** **Syllabus** **Community Organization Assignment** **CPSY 608** **Syllabus** **Special Topics Assignment** **CPSY 606** **Syllabus** **Group Presentation Guidelines**

Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.	Students in the School Counseling Program are encouraged to become members of professional and community organizations to strengthen their professional development. Suggestions include: American Counseling Association, California School Counselor Association, Asian American Psychological Association, American Psychological Association, The Association of Black Psychologists, California Latino Psychological Association, and the Calfee School Guide. As required by the program, students are expected to be members of the American School Counselor Association, as they provide insurance for candidates' work in schools as trainees. Becoming members of school counseling or education-related associations and organizations is beneficial for candidates because it provides them with resources and up-to-date information pertaining to the field of school counseling. As a program outcome of collaboration and coordination of pupil support systems, candidates are expected to be competent in the following areas: A) make appropriate referrals to community resources, B) candidate is able to determine when it is appropriate to refer a student or family to a community or school-based resource service, C) candidate is able to serve as a knowledgeable resource for tutoring, physical and mental health services, and alternative educational programs, D) assist school staff in providing an appropriate educational program for special needs students, E) candidate demonstrates knowledge of state and federal mandates relating to special education placement issues in accordance with Public Law 94-142 and Section 504 of the Americans with Disabilities Act under the supervision of the head counselor, F) develop professional relationships with the school staff and establish rapport effectively with all stakeholders in the school community, G) candidate demonstrates effective techniques for team building in working with all school staff members, H) candidate learns the role and services of the school staff, I) candidate learns the role of the school counselor and the responsibilities of the administrative team and other key school staff resource personnel, J) candidate understands the counseling program as it relates to the rest of the school. This is evaluated based on course content and practical experience at fieldwork sites. Candidates are required to show evidence of at least four examples that the candidate is competent in the area of collaboration and coordination of pupil support systems. One complete, the Competency Attestation Sheet must be signed-off on by both the on-site mentor counselor or course instructor and the fieldwork instructor. Sample Activities for Leadership, Collaboration, and Coordination of Pupil Support Systems include: A) interview a professional counselor, teacher, or administrator regarding their role in developing or implementing comprehensive or collaborative services for students, B) discuss appropriate literature for consulting with schools, i.e. Quality School management or leadership, and implications for change in an educational setting, C) review school site plans and/or counseling department goals and determine what are essential steps for meeting their mission and objectives for the school year, and D) play a leadership role in developing a school project or in collaborating with school staff and community partners in identifying and organizing a student service.	**USF SCP Competency Attestation Sheet**
Standard 14: Human Relations		
The program provides candidates with opportunities and experiences to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups.	In the School Counseling Program at the University of San Francisco, candidates are afforded with multiple opportunities to explore and develop self-awareness to effectively work with others. More specifically, courses throughout the program's curriculum actively incorporate awareness exercises/reflections in how the candidate's experiences, backgrounds, and worldview impact their counseling practice and relationship with others. For example, in CPSY 607 (Counseling Theory and Practice) candidates demonstrate their self-awareness in applying counseling theories and techniques to relate to others by writing about their worldview and cultural backgrounds in 3 Critical Case Analysis papers. Specifically, candidates discuss how their own cultural backgrounds and worldviews relate to the counseling theories and their work with pupils. In addition, candidates demonstrate self-awareness in relating to others by writing about reactions pupils may have towards them because of their background (i.e., transference). They demonstrate self-awareness by writing about the reactions they may have to others when working with them (i.e.,	**CPSY 607 Syllabus** **Critical Case Analysis** **Emphatic Listening** **Triad Model**

	countertransference) In addition, in CPSY607, candidates learn counseling and communication skills, such as empathetic listening and connecting with others. Candidates practice their counseling skills in exercises using the Triad Model. The Triad Model allows candidates to take the role of counselor and to receive feedback from their colleagues and professor. This feedback and observation is also an opportunity for candidates' self-awareness about their strengTHS and challenges using counseling skills to relate to others.	
The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict.	In CPSY 606 (Cross Cultural Counseling), candidates learn about multicultural issues and knowledge on how to support diverse youth. Candidates are prepared to support different ethnic and cultural groups at school if conflicts appear among groups of students. The candidates conduct Group Presentations in class to demonstrate their knowledge about cultural groups. Specifically, candidates learn about the sociocultural and personal issues surrounding the cultural group's needs and relations. Candidates also present on strategies on how to best support the group at school. In CPSY 608 (Prevention and Intervention in Schools), candidates learn about socio-psychological concepts of group formation and social relations, such as social competence, peer acceptance, anger management, bullying and violence prevention. Candidates demonstrate their knowledge in this topic by engaging in a take-home quiz where they address content from the reading and class materials covered.	**CPSY 606** **Syllabus** **Group Presentation** **CPSY608** **Syllabus (weekly quizzes)**
The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.	The program teaches its candidates about group dynamics and group counseling skills. In CPSY 613 (Group Counseling), candidates learn to facilitate groups and how to deal with challenges that appear in group counseling. Candidates complete a project where they demonstrate their knowledge about running groups/interventions for students from a specific culture and age group. Candidates must include all the steps in preparing for the group, what will happen over the course of the group intervention (10 weeks), and how to terminate the group. Candidates also learn how to mediate conflicts at school using mediation skills learned from restorative justice practices. In CPSY 609 (Educational Psychology) candidates learn about how this is done at schools. Also, In CPSY 610, candidates demonstrate their knowledge about restorative practices in their reflection paper. Candidates also can demonstrate their abilities to help pupils develop supportive relationships with peers and teachers at their fieldwork school sites. One of the learning outcomes in CPSY 623/605 (PPS Traineeship/Internship) is that candidates help pupils be effective in communication and interpersonal skills.	**CPSY 613** **Syllabus** **Group Proposal** **CPSY 609** **Restorative Practices** **CPSY 610** **Reflection Paper** **CPSY 623/605** **Student Learning Outcomes**
Standard 15: Technological Literacy		
The program provides candidates with opportunities to understand and demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order	Students at the University of San Francisco are continuously offered opportunities to use technology to enhance the experiential and academic learning experience in both the classroom and fieldwork/practicum environment. Embedded in the school counseling curriculum is the necessity to use technological services such as school-based computer data management systems (i.e., school loop, infinite campus), word processing and data management software (i.e. Microsoft Word, Excel, PowerPoint), and statistical analysis software (i.e. SPSS) to aid in the process of assessing school needs and facilitate the development of effective school counseling programs. Courses that support the use of such technological resources include our CPSY 616 (Counselor as Researcher), CPSY 608 (Prevention and Intervention in Schools), CPSY 618 (Law and Ethics), CPSY 622 (PPS Traineeship), and CPSY 611 (Problem Solving Counseling) courses. Students enrolled in the CPSY 616 counselor as researcher course demonstrate their knowledge in data collection and analysis skills by having the option to gather qualitative	**CPSY 616** **Research proposal & presentation assignment** **CPSY 608** **Program Evaluation** **CPSY 618** **Ethical use of technology discussions/ Syllabus**

to facilitate effective and appropriate outcomes in program management and individual student achievement.	and/or quantitative student data, and evaluate program effectiveness of such data. Additionally, students are afforded the opportunity to strengthen technological skills by analyzing collected data through the use of SPSS statistical data analysis software and Microsoft software. Critical analysis of data is then organized into graphed charts and presented to the class using software programs such as PowerPoint and Excel. The goal is to foster a deeper understanding and demonstrate knowledge of the significant role that technological resources play in developing effective counseling programs and interventions. The program evaluation project assigned in CPSY 608 (prevention and intervention in schools) allows students to gather relevant school data on student needs, and assess the current school counseling program at each student's field work site. Students may use software programs to collect and critically analyze data, and divide into various categories that highlight strengths and weaknesses of the current school counseling program in place. In CPSY 622 and CPSY 618 students engage in meaningful discussions about the ethical use of communication technology services (i.e., school data management systems, electronic communication). Discussions include those pertaining to the appropriate disclosure of student information through electronic communication with school stakeholders (i.e. administrators, teachers, parents). Additionally, readings and discussion topics also explore legal and ethical use of school data management systems and disclosure of student personal information discussed during counseling sessions. In CPSY 611 the functional assessment analysis and positive behavior support plan projects allows students to use technology as a means to gather student data that aids in the development of effective interventions whose goal includes correcting problematic student behaviors. The use of electronic communication is used to gather relevant teacher information pertaining to the student, in addition to using Microsoft word to collect and analyze overall intervention effectiveness. Additionally, students use such data to develop recommendations and intervention modifications that may facilitate the effectiveness of future program development. In CPSY614 (Academic and Career Counseling) candidates have a lecture about using internet and web-based tools to access information for academic counseling, college applications, and career options for their pupils (e.g., University of California Doorways; Financial Aid and FAFSA). In addition, candidates become familiar with tools to research career information systems available online (O*NET). The goal is that candidates become familiar with career information systems and tools/assessments for career development available online. They demonstrate their knowledge using O*NET by reporting results on their online search of occupations in their written testing report. In addition, candidates learn how to develop electronic portfolios using Google site technology. They demonstrate this knowledge by creating a web page in class. This skill developing an informational website may be used to disseminate relevant school counseling information in the community. A discussion of ethnics and privacy is included in the student training.	**CPSY 622/604** **Syllabus** **CPSY 611** **Functional Assessment Analysis Project** **Positive Behavior Support Plan** **CPSY 614** **Syllabus** **Career Interests Assessment report guide** **Electronic Portfolio Workshop**
Standard 16: Supervision and Mentoring		
The program provides candidates with opportunities and experiences to demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field	Supervision and mentorship are an essential part of the school-counseling program at the University of San Francisco. Courses provide constant opportunities for students to develop collaborative working relationships with professors and peers, as a means to provide an open forum to discuss and process experiential learning experiences. University instructors in Traineeship courses act as University Fieldwork Supervisors. Therefore, candidates are exposed to supervision from their mentor counselors (supervisors) at their school fieldwork placements as well as at the university of San Francisco. Fieldwork supervisors are experienced school counselors with valid PPS Credentials who provide support and guidance to students with an emphasis on fieldwork experience concerns and questions. They meet with students every other week. Mentor counselors are onsite (i.e., school) supervisors with PPS Credentials that agree to supervise the learning and	**CPSY 607** **Syllabus** **Counseling skills feedback forms and role play sessions** **CPSY 617** **Syllabus**

experience placements.	growth of interns specific to concerns at the assigned school site. Graduate student mentors (second year students) check in weekly with 1st year students, offer advice via email, phone, and in person. There is also a monthly mentor-mentee luncheon so mentor-mentees can connect about their experiences in the program. These opportunities afford candidates to be exposed to different models of supervision, including clinical, administrative, and professional development. Additionally, students are afforded the opportunity to engage in activities outside of the classroom that further supports mentorship and collaborations between students as well. Courses that embed mentorship, supervision, and consultation into the goals of the curriculum include CPSY 607 (Counseling theory and Practice), CPSY 617 (Consulting with Schools), CPSY 619 (Fieldwork Practicum), CPSY 620 (PPS Traineeship I), CPSY 621 (PPS Traineeship II), CPSY 622 (PPS Traineeship III), and CPSY 623 (PPS Traineeship IV). Moreover, the implementation of our student mentorship program between first and second year PPS candidates also fosters collaboration and mentorship between students. In CPSY 607, candidates have the opportunity to practice counseling skills in role-play exercises in class. In addition to role-playing, peers and the professor offer feedback and recommendations for improvements in counseling skills (peer supervision opportunity). Through ongoing role-play sessions, students are able to supervise and mentor one another on how to further develop effective counseling skills used in practice. The professor monitors this practice closely. Candidates provide feedback after using specific counseling behavior record forms where they closely monitor and observe the counseling skills of their colleagues during role-play sessions. In CPSY 617, candidates are allowed to explore the nature of working relationships within the school and how that impacts effective development of school counseling programs. The course objectives include to explore coordination strategies that build collaborative partnerships between students, families and school staff, and also to examine effective consultation models for working with school administrators for better delivery of support services. Throughout the course students reflect on such strategies and examine the connections between models learned in the classroom and their experiences in the schools. The CPSY 619 practicum course is designed to provide ongoing mentorship and supervision for students entering the first year of our counseling program. Additionally, candidates process learning experiences in the field in a supportive group setting that facilitates constructive feedback and reflection through reflective journaling and ongoing class discussions. In CPSY 620, students continue to receive feedback and mentorship from instructor/University Fieldwork Supervisor (UFS) and peers as fieldwork and learning goals are discussed and explored. Class readings and discussions emphasize personal and professional growth through exploration of the philosophy, theoretical foundation, comprehensive requirements, and developmental nature of k-12 school counseling in the context of their supervision. Class assignments that foster such growth and development include reflective journaling, counseling process notes, and a student case presentation project. Moreover, students also have the opportunity to continuously share unique learning experiences and receive feedback and recommendations for best practice from both the instructor/supervisor and peers. The CPSY 621 summer course is designed to further explore relevant school counseling topics in detail via classroom lecture and discussions. Students are presented with an open forum that facilitates open dialogue about personal experiences with such topics and receive feedback on best practices. Topics include mental health issues in schools, restorative practices, and prevention/intervention skills. Additionally, students develop workshop	**CPSY 619** **Reflective Journals** **CPSY 619** **Syllabus (Class readings and discussions)** **CPSY 620/602** **Syllabus (Class readings and discussions)** **Student Case Presentation** **CPSY619** **Fieldwork/ learning goals** **Supervision Reflection Sheet** **CPSY621/603** **Process notes** **Class lecture and discussions** **Workshop Presentations** **CPSY 622/604** **Syllabus** **Learning goals** **Class readings and discussions** **CPSY 623/605** **Syllabus** **Learning goals** **Class readings and discussions** **1st year mentorship program**

	presentations framed around uniquely identified topics of interest relevant to their internship work in the field. Students also consult with instructors/supervisors about the workshop's practicality and potential effective execution in schools. In CPSY 622 and 623, second year students continue to openly reflect on and share fieldwork experiences via an open forum class structure. Instructors/UFS remain accessible to students in and outside of the classroom with the goal of fostering collaborative and meaningful working relationships. Instructors continue to supervise and mentor students throughout the semester and offer opportunities for students to reflect on their personal and professional development. Supervision is provided using a clinical and mentoring model as candidates use reflective journaling and receive feedback on counseling process notes. Candidates also reflect on their identified learning goals. Additionally, the instructor/supervisor (UFS) acts as a guide and resource for students throughout their learning experience by facilitating discussions around school relevant administrative topics such as learning techniques to foster positive change in schools, effective parent/family consultation strategies, effective school needs assessment strategies, and discussions about the school counselor's role in relation to special needs students. In addition to the academic curriculum, second year students also participate in a student developed mentorship program designed to provide added support for entering first year students outside of the classroom setting. Second year students are partnered with first year students to mentor and provide accessible support throughout the school year. Activities that foster this added layer of academic and social support includes check-ins on campus and/or virtually through electronic communication, team building activities outside of class, and periodic luncheon meetings.	
Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.	At the School Counseling Program at the University of San Francisco, candidates recognize the importance of their on-site supervision from the beginning of their enrollment in the program. Candidates are oriented to their practicum and fieldwork supervision requirements in CPSY619 (Fieldwork practicum). Candidates are socialized by their instructor/University Fieldwork Supervisors with respect to what to expect from their fieldwork supervision. Candidates understand the relevancy of feedback and onsite supervision to ensure quality of training, ethical practice, and development as a counselor. The candidates' Fieldwork Placement Manual further orients candidates with the specifics and importance of on-site supervision.	**Fieldwork Placement Manual**
Standard 17: Foundations of School Counseling Profession		
The program provides candidates with knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases	In the University of San Francisco's School Counseling Program, students begin their coursework with an introduction to the foundation of the field. With that groundwork in place, students then move into an exploration of professional organizations and the standards they promote. Additionally, students are provided with California standards for the field, and are asked to incorporate such standards into discussions and assignments throughout the program. In the second year of the program, students are asked to complete a program audit of their fieldwork site, based on the American School Counselor Association's (ASCA) National Model. Students are required to obtain a copy of the ASCA National Model, which outlines the four quadrants: foundation, delivery, management and accountability. Students are asked to audit the counseling department they are placed in for their fieldwork, and gauge its alignment with those four quadrants of a comprehensive guidance curriculum. Moving further, students explore the practice of consultation within schools. Students are instructed on methods of assisting students in their development and academic achievement while collaborating with other faculty/staff members in place in schools.	**CPSY 618** **History of Counseling** **Class Assignments** **Literature Review for Group/ Individual Assignment** **CPSY 622/604** **Syllabus** **CPSY 617** **Syllabus (Learning Objectives)**

for counseling practices in schools.	The following components of coursework speak to the program's practice of imparting knowledge about the foundation, components, and theoretical practices of the School Counseling Profession: In CPSY 618 students are introduced to the history of counseling and are assigned a reading on the roots and foundation of the profession. They are assessed on this knowledge in reflection papers and a final exam. In CPSY 618 students conduct a literature review in which state and national standards must be incorporated into a discussion of an ethical issue or legal mandate/statute, which affects school counselors. In CPSY 622 students are required to conduct a needs assessment and begin work on an ASCA National Model Program Audit in order to identify and highlight areas of improvement in order for that school to offer a comprehensive counseling and guidance program. In CPSY 617 students develop an understanding of the organizational structures of districts, school sites, and counseling departments; also about the cultures created within these systems, and the collaborative relationships necessary to provide support for students and staff.	
Standard 18: Professionalism, Ethics and Legal Mandates		
The program provides candidates with an understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation.	Understanding the great need to train counselors who identify the value in on-going education, the University of San Francisco's School Counseling Program encourages students to attend professional development opportunities (through a partnership with the San Francisco Unified School District). Additionally, a requirement of enrollment is that all students purchase a membership in the American School Counselor Association (ASCA). In addition to the liability insurance such membership provides, students also receive a quarterly journal from the Association which highlights current trends in the field as well as additional professional development opportunities. Students are not required to join the California Association of School Counselors, however membership is advised. Instructors in fieldwork also require/advice candidates to join school counseling newsletters and list-servers in which key educational and school counseling resources are provided (e.g., California School Counselor Access Newsletter; SchoolCounselor.com; CSCAN - California School Community Access Network; Education Week). Adding to the supplemental education SFUSD and ASCA provide, students are also made aware of University of California/California State University (UC/CSU) workshops. Students are required to fulfill a certain amount of hours at their internship placements working directly with high school students and assisting them with graduation requirements, college applications, and credit recovery (if necessary). UC/CSU workshops geared toward college access train our students to better assist the individuals in their caseload by providing important information. Each semester, beginning with the first, students are placed in a practicum/internship. These fieldwork experiences allow students not only to practice skills being taught in classes, but also provide awareness of trends within the field. Students meet weekly with mentor counselors and discuss ways in which they may assist the individuals in their caseload, keeping in mind trends within the school counseling field that they experience. The following components of our coursework speak to the elements of professionalism within the field: In CPSY 620 students are required to purchase and demonstrate proof of membership in the American School Counselor Association.	**CPSY 620/602** **Syllabus (ASCA Membership)** **CPSY622/604** **Instructor's Important Reminder** **College-Going Culture** **MS and HS activities** **Handout about A-G and graduation updates** **CPSY 614** **Assignment**

	In CPSY 622 students have a formal discussion about college-going culture at their fieldwork sites. In addition, candidates review and discuss various (middle school and high school) school counseling activities to be delivered during the academic year. In addition, current educational policy and high school graduation requirements are discussed. Students demonstrate their knowledge on this topics by engaging in in-class discussions based on handouts. In CPSY 614 students develop academic and career counseling skills that are culturally and contextually informed and demonstrate comprehension in reflection papers and in the development of an academic/or career counseling curriculum for an elementary/middle/or high school.	
The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils.	Students enrolled in the University of San Francisco's School Counseling Program experience a curriculum that is heavily focused on Federal and California ethics, laws, and mandates. Students enroll in CPSY 618: Law & Ethics for School Counselors, a course that introduces students to these ethical and legal obligations. The course highlights current standards, and requires students to obtain and utilize ASCA 2010 Ethical Standards, ACA Code of Ethics (2005), and CA Standards for the School Counseling Profession. Additionally, students have the opportunity to discuss Federal and California ethical and legal mandates with their mentor counselors and fieldwork supervisors. Fieldwork supervisors dedicate class-time toward an explanation of topics such as: mandated reporting, limitations to confidentiality, and consultation with parents/guardians. The following components of our coursework speak to concrete ways in which the program provides students opportunities to demonstrate with up-to-date legal and ethical mandates: In CPSY 618 students conduct a literature review on the ethical issues and legal mandates/statutes (law) affecting school counselors. Requirements of the assignment involve an incorporation of ASCA, ACA, and California ethical standards. Additionally, students must respond to Legal Mandates, Statutes, and Law which is the foundation and/or precedents in which the selected topic is embedded. Topics may include student confidentiality and pupil records. In CPSY 618 students attend a guest lecture and demonstrate experience and knowledge about ethics in a question and answer session with a caseworker with the San Francisco Department of Child Protective Services. In CPSY 618 students participate in case-study analysis and discussion relating to child abuse reporting.	**CPSY 618** **Syllabus** **CPSY 622/604** **Syllabus** **CPSY618:** **Literature Review** **Guest Lecturer** **CPS Reporting Case Studies**
The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.	Students' preparation for work in the school counseling field involves a multitude of discussions which relate to ethical standards and practices. A component of each student's fieldwork course (CPSY 619 – 623) is mandated membership in the American School Counselor Association (ASCA). This Organization publishes a quarterly journal which often contains stories which discuss legal and ethical issues as they pertain to the field. In addition to reading these articles, students are also able to seek guidance from their mentor counselors and fieldwork supervisors on how to apply these standards to their work with students. In the first semester of the program, school counseling students must enroll in CPSY 618: Law and Ethics for School Counselors. This course focuses heavily on an incorporation of ASCA and California ethical standards for School Counselors. The following components of our coursework speak to how the program imparts knowledge of ethical standards and practices to its students: In CPSY 621 students are required to read articles and handouts on topics including ethical standards for school counselors.	**CPSY 621/603** **Readings** **CPSY 618** **Literature Review**

	In CPSY 618 students are required to conduct a literature review, which includes discussion of ASCA 2010 Ethical Standards, ACA 2005 Code of Ethics, and California Standards for the School Counseling Profession.	
Standard 19: Academic Development		
The program provides candidates with an understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels.	At the University of San Francisco, the School Counseling Program focuses on training professionals who are cognizant of a variety of strategies and techniques with which to encourage academic success. Additionally, as a program set in an urban environment, a focus is made on multicultural youth development, problem-solving, goal-oriented counseling, social justice, and ecological systems in urban contexts. As students participate in fieldwork opportunities in public schools, these foci offer a wealth of knowledge to draw upon for the specialized needs of the students they are working with. Students in the program are introduced to California Standards for the School Counseling Profession from the very beginning of their coursework. These guidelines are instilled in students early so that they may advise their work with students in their fieldwork settings. Additionally, these standards also complement the ASCA National Model, which student use to perform a Program Audit during their second year. In their fieldwork courses, students also have an opportunity to discuss strategies they have found to be useful in their work toward bolstering student success. Weekly journals are also required, a component of which asks for highlights of achievement experienced by individuals in the students' caseloads. This provides a chance for students to demonstrate instances of student academic success and allows for other students to gain strategies and techniques to use with members of their own caseloads. The following components of our coursework speak to the knowledge students receive to guide pupils to academic success and achievement: In CPSY 614 students read and discuss work and write response papers about academic motivation and identification with respect to race, culture, and the school context. In CPSY 614 students attended a guest lecture and question and answer session with a panel from California Council for Youth Relations (CCYR) relating to multicultural academic counseling and implications for youth. After the session, students answer questions assessing their learning from the youth panel. In CPSY 609 students read and critically responded in a reflection paper about the application of motivational theory and themes including: attribution, self-determination, achievement, and expectancy-value within school systems. In CPSY 608 students review effective programs for building competencies in children that promote resilience and facilitate coping, academic success and social-emotional health. Candidates demonstrate their knowledge in a take-home quiz where they elaborated on the content addressed in learning materials and class.	**CPSY 614** **Motivation** **Academic Counseling** **CCYR Questionnaire** **CPSY 609** **Motivational Theory** **CPSY 608** **Effective Programs** **Syllabus (Weekly Quizzes)**
Candidates are able to implement academic strategies and activities in the school setting for maximizing learning, producing high-quality work	In addition to effectively utilizing strategies and techniques geared toward increasing student success and achievement while in school, the School Counseling Program at the University of San Francisco also prepares practitioners to assist students in realizing their post-graduation goals. A significant component of our program deals with preparing students to: assist pupils with creating college and career plans, working with them to problem solve, and keeping them up-to-date with their adherence to UC/CSU A – G requirements.	**CPSY 614** **Academic Tracking** **Transcript Analysis**

and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.	In the fall semester of their first year, students take part in workshops pertaining to transcript analysis and course transferring. In the spring semester of their second year, students enroll in CPSY 614: Academic and Career Counseling. These elements of our program prepare students to advise pupils in making post-graduation plans. They also provide strategies with which to keep these pupils on-track toward reaching those goals. Success after high school is also dependent on instilling resilience in students. Our program dedicates a course solely to prevention and intervention, which promotes effective strategies which include classroom guidance and truancy reduction techniques. The following components of our coursework speak to our program's delivery of knowledge and practical skills which can lead to success beyond high-school: In CPSY 614 students discuss the impact of academic tracking as well as transcript analysis using UC/CSU A – G requirements. In class, candidates demonstrate their knowledge by engaging in transcript analysis of cases provided in class to review A-G requirements and academic plans of pupils. In CPSY 614 students learn about the relationship between academic and career counseling and diversity, with an application to career development programs within the community. Candidates also learn about ways to support pupil academic success and skills for exploring post-secondary planning with diverse pupils. Candidates demonstrate their knowledge in class by responding discussion questions and engaging in presentations about the topics. In CPSY 608 students explore individual, familial, and community influences on resilience while also discussing characteristics of schools that foster resilience. Candidates demonstrate their knowledge in their answers to a take-home quiz that assess and review content covered in class and readings. In CPSY 622 students read and discuss elements of the college-going culture inherent in their schools, as well as state graduation and A - G requirements. They demonstrate their knowledge by reviewing and discussing handouts about A-G requirements and California High School graduation requirements.	Acad/Career Counseling & Diversity Guiding Questions Career Development Programs **CPSY 608** Resilience **CPSY 622/604** College-Going Culture A-G Academic Requirements HS Graduation Requirements
Standard 20: Career Development		
The program provides candidates with the knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.	The School Counseling Program at the University of San Francisco trains future practitioners on the importance of a comprehensive guidance program. One component of such a curriculum is focused on career development and the installation of knowledge about the world of work. Students in the School Counseling Program spend a year working with high school students in their fieldwork, and are required to participate in and facilitate conversations and activities. The School Counseling Program achieves the goal of imparting career development themes into its curriculum by incorporating themes into its courses. Students are able to gain the information needed to properly advise and guide students into their post-graduation plans. Our program teaches students to administer appropriate assessment instruments, assist in resume/cover letter writing, and teach skills needed for employability. The following components of our coursework speak directly to our students' ability to assist pupils with career exploration, job attainment skills, and navigation through the world of work: In CPSY 614 students explore career occupation pathways by learning about self-awareness career exploration activities (e.g., Circle of Life conducted in class). In addition, candidates learn about Trait and Type, Developmental, and Person-Fit Career Decision Theories to inform their career counseling work at schools. Students demonstrate their knowledge by writing response papers to readings. They also develop a	**CPSY 614** Syllabus Circle of Life Career Exploration Syllabus (Course schedule) Final Project Administration of Test (Class 1) Interpreting SII Report Write-up Instructions Exploring RIASEC

	academic/career counseling intervention that is informed by career development theories. In this assignments, candidates are also required to discuss the evaluation of the effectiveness of the program they design.	**CPSY 623/605** **Career Development** **CPSY 622/604** **Make It Happen**
Standard 21: Personal and Social Development		
The program provides candidates with the opportunity to apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development.	Students in the University of San Francisco School Counseling Program undergo a transformative process in their own personal and social development in their journey to become school counselors. The University of San Francisco offers ample opportunity for students to discover who they are, what kind of school counselor they want to be, and develop the necessary theories, concepts, processes, skill and practice to be an effective and competent professional school counselor. This is covered in CPSY 606 (Cross-Cultural Counseling), CPSY 607 (Counseling Theory and Practice), CPSY 618 (Law and Ethics), CPSY 619 (Fieldwork Practicum), and CPSY 620-623/602-605 (PPS Internship and Traineeship I-IV). In CPSY 606, students are asked to examine their own cultural biases and cultural development. Students are asked to complete a personal reflection paper of their own cultural development and how that will influence them when they are school counselors. Students then take place in a Fish Bowl Activity where they hear the stories and cultural development of their classmates. Students are then asked to reflect on how their beliefs have changed or have been altered after hearing these stories. Through this process, students have a chance to examine and appreciate the unique journey that every person of any cultural background must take and learn to respect the unique journey that every student-client will take and the unique circumstances every student-client will bring with them into their office even before the counselor has a chance to speak to them. In CPSY 607, students learn both counseling theory and counseling skills. In addition to lecture in which students learn about specific skills such as attending behaviors, active listening, open and closed questioning, summarizing, paraphrasing, reflecting emotions, confrontation etc., students have the chance to practice in triads the specific skills that were discussed and get honest and constructive feedback about ways to improve their counseling skills. In these counseling triads, students are assigned to (and rotate among) one of the following roles: counselor, observer, and client. In addition, at the end of the course, students are given the chance to reflect on themselves about what counseling theory or theories resonated with them the most. While, it is important for all professional school counselors to maintain a full tool chest when it comes to counseling theory and skills, it is important to understand which counseling theories resonate the most with each graduate student and why. In CPSY 618, students evaluate their own legal and ethical values as they learn about the exact legalese that comes with being a school counselor. While Law and Ethics itself is a very black and white world, students learn that the black and the white occupy 10% of the legal and ethical concerns that professional school counselor deal with on a daily basis. Furthermore, the counselors own values will inevitably influence the actions and decisions they make. Students are asked to complete inventories of their own values, beliefs and decisions based on statements and situations given in class. Students then participate in discussions with other students and are challenged to reflect upon their own views and values so that they can better understand themselves and be able to recognize these decisions to be more ethical school counselors. In CPSY 619 and CPSY 620-623/602-605, students are allowed opportunities to discuss their work in their fieldwork placements and get constructive feedback from their peers and fieldwork instructors. This process allows for the most personal and social development for students as they can reflect directly on their day-to-day activities at their fieldwork sites. Also, through the process notes and weekly journals, students are allowed the opportunity to	**CPSY 606** **Fishbowl Activity** **Personal Reflection Paper** **CPSY 607** **Developing Your Own Theoretical Orientation** **Feedback on Counseling Skills** **CPSY 618** **Self-Assessment Inventory** **Understanding Values and Ideals Activity** **CPSY 619, 620/602, 623/605** **Reflective Journals** **Counseling Process Notes**

	reflect back on their time at their placements, see what they would do better, what best practices would be in the future, and have time to fully process and see the past week's activities.	
Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.	While there is much professional development that goes into being a professional school counselor, the ultimate goal is to foster the personal and social development of the students counselors serve. Students in the University of San Francisco School Counseling Program understand that despite all the theory, skills, practices, intervention techniques and other topics that are discussed in class, the most important aspect of being a school counselor is to act in the student's best interest and provide them the necessary tools to be successful and functional members of society. This topic is covered in CPSY 606 (Cross-Cultural Counseling), CPSY 608 (Prevention and Intervention in Schools), CPSY 609 (Educational Psychology), CPSY 611 (Problem Solving Counseling), CPSY 615 (Assessment), CPSY 620 (PPS Internship/Traineeship I), and CPSY 621 (PPS Internship/Traineeship II). In CPSY 606, students discuss how to create a culturally inclusive environment at their schools. This includes conducting a student interview to learn about multicultural issues and how to approach/address them with students and a group discussion in class about ways students can apply what was learned in class and how to apply that knowledge to be agents of change at our respective school sites. In CPSY 608, students learn various different elements of prevention and intervention in schools. Students learn about resilience in youth and the various factors that can contribute to resilience. More importantly, students learn about which factors are within the control of the school counselor and how school counselors can promote these factors to enable students, who are in otherwise difficult circumstances, to continue to thrive in school. Students also learn about various programs and resources that are well-researched and proven to be effective in dealing with various issues such as bullying, violence prevention, substance abuse, peer acceptance, social competence, etc. In CPSY 609, students learn about the social, emotional, and moral development of students and how we, as professional school counselors, help guide this development as youth are discovering themselves. Students also discuss various intervention strategies and their basis in Educational Psychology. In CPSY 611, students learn how to modify behavior and various techniques that can be used with students to make them aware of their own behaviors and critically analyze them. Students learn how to conduct a motivational interview and help their student-clients understand their behaviors and reflect on the functionality or dysfunctionality of those actions. Students learn how to teach coping skills, relaxation techniques and various brief interventions to their student-clients so that they can better modify and maintain their own behaviors. In CPSY 615, students learn about various assessment techniques and measures to use with student-clients at the schools. Students learn how to utilize these tools to help their student-clients assess their aptitude in given fields, develop better plans of action regarding their immediate and future goals and plans, and the implications of diagnosed medical disorders with how they effect a student-client's functioning in the school setting. In CPSY 620, students learn about counseling techniques and methods to help students set goals and solve the everyday crises that befall every person. These techniques include solution-focused counseling, and Glasser WDEP model. In CPSY 621, students learn about restorative practices and how to effectively use it with student-clients. Students were asked to participate in a restorative circle and, through experiential learning, experience the techniques that are used in restorative practices as a tool to allow the youth that students will work with to be more responsible for their actions	**CPSY 606** **Multicultural Youth Case Study** **Assigned Readings and Lecture** **CPSY 608** **Assigned Readings and Lecture** **CPSY 609** **Moral Development Case Vignette** **Assigned Readings and Lecture** **CPSY 611** **Syllabus** **Motivational Interview Activity** **CPSY 615** **Assigned Readings and Lecture** **CPSY 620/602** **Assigned Readings and Lecture** **CPSY 621/603** **Assigned Readings and Lecture**

	and the implications of their actions on others. Throughout the program, students learn various different techniques and are forced to critically reflect on what are best practices when involved with different issues that will befall the youth they will work with. There is no cut and dry method that will always work with every student and thus USF School Counseling Program students know that as the world changes and adapt the appropriate interventions and preventative strategies must be modified and massaged to best fit the student-clients they will serve.	
Standard 22: Leadership		
Candidates know the qualities, principles, and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.	Students in the University of San Francisco School Counseling Program understand that the professional school counselor means having to be the point person when it comes to guidance and counseling curriculum in their respective schools. To that effect, the professional school counselor must serve as the leader and the voice in developing, implementing and evaluating the effectiveness of counseling programs and curriculum in schools. They must understand how to present themselves in a meaningful and assertive way, how to work within the school system to effectively implement guidance and counseling curriculum, and above all else, maintain the focus of advocating for the students and being accountable to student learning and achievement. These topics are covered in CPSY 608 (Prevention and Intervention in Schools), CPSY 609 (Educational Psychology), CPSY 616 (Counselor as Researcher), CPSY 617 (Consulting with Schools), and CPSY 622-623/604-605 (PPS Internship/Traineeship III-IV). In CPSY 608 and CPSY 622-623/604-605, students learn how to conduct a program audit/evaluation. In this assignment, students learn to understand the school climate, understand who the major players of the school community are, and how guidance and counseling curriculum are implemented. With this knowledge, students can take on leadership roles in taking charge of who to mobilize and engage in discussion about counseling curriculum. Moreover, school counselors—as leaders--learn what the culture of the school is and identify and implement specific changes to guidance and counseling curriculum, and who can serve as allies and support for new guidance programs. In addition, candidates are divided into three groups to design programs to make schools a positive environment for students to succeed academically. Each group designs an eight-week program to address bullying, school climate and school connectedness, and organizational, study skills, and motivational enhancement. Each group exemplifies leadership by identifying and presenting objectives of what the students will be learning, what will be taught, how will it be taught, how will the skills transfer from the group to the school setting, the role of the family, and a method for assessing the effectiveness of the program. In CPSY 609, Educational Psychology, students develop and use practical skills to become an integrated part of the school in multiple areas. Candidates utilize teachers as a resource to better understand how counselors can be more effective in supporting student learning and teachers through classroom management. Candidates demonstrate knowledge by completing the Teacher Interview assignment during which they interview two different teachers (i.e., English Language Learner, special education, or honors instruction). In addition, candidates compare and contrast each teacher's perspective of the role of the counseling office and school support services. In another assignment, candidates complete a paper on the observation of an Individualized Education Plan, Restorative Practice Circle, grade or subject level meeting, or a Student Success Team. This observation provides candidates with a better understanding of why the meeting was called, who is included in the process, how does this process support the student, the school, and the family, what the outcome was, how the process helped lead to a conclusion, how productive the meeting was, and what was the role of the school counselor in the meeting. While completing these assignments, candidates develop strong leadership skills because they are able to identify problems that impede student learning and how school counselors can implement effective interventions to improve outcomes for students.	**CPSY 608** **Program Evaluation** **CPY 622/604, 623/605** **Needs Assessment and Program Audit** **CPSY 616** **Assignment 1** **CPSY 617** **Assigned Reading and Lecture** **Assignments**

	Furthermore, the CPSY 622-623/604-605 program audit assignment requires students to observe their own mentor counselors (and their service) as leaders in their schools. By observing professional school counselors in the field, students learn valuable leadership and advocacy skills from those who practice it everyday, those who are in the field and at the schools. In CPSY 616, Counselor as a Researcher, graduate students become competent in knowledge and skill of effectively using data to impact program development, implementation, and evaluation, as to support improved learning and achievement outcomes for students. In this course, students gain knowledge in basic qualitative and quantitative research designs, read and critique published research in school counseling, psychology, and education, conduct a school-based needs assessment for counseling and support services, develop a comprehensive program evaluation of counseling and support services, be able to apply research outcomes to prevention and intervention strategies in schools, present research findings to students, parents, school staff, and community stakeholders for program planning and development, and finally to develop a research proposal using research methods. Through this process, students learn how to digest previous research to help inform their decisions so that they can effectively present this information to stakeholders and be institutional in leading well-researched programs and curriculum to the schools. Candidates in the course are also provided with knowledge on grant writing and how that translates into funds for schools and student enhancement. In CPSY 617, students learn how to consult with schools to make district-wide system changes and site-level changes. They also learn how to consult for system changes and school-reform. They also have the opportunity to critically analyze existing guidance and counseling curriculum. Through this process, they learn the essential skills in being an intelligent consumer of guidance curriculum and if the intervention is truly effective. Furthermore, through the presentation, students learn once again how to cogently present arguments for or against particular curriculums so that they can take charge of the curriculum that is implemented in their schools.	
Standard 23: Advocacy		
Candidates demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils.	Students in the University of San Francisco School Counseling Program understand that professional school counselors are on the front-line in ensuring that all youth succeed academically in schools. When grades start to fall or when there are sudden changes in academic performance, school counselors often are the first to be notified for targeted intervention to help struggling students succeed. In addition, students frequently turn to school counselors for information about college, scholarships, and abilities to increase their educational opportunities. Middling students will often turn to counselors for advice on the direction they should take to achieve their future and current educational goals, given their skill set. With all these different situations that school counselors inevitably get involved in, it is crucial for professional school counselors to be well versed in all spectrums of the educational world so that they are equipped to handle any and all students and their concerns. These topics are covered in CPSY 612 (Developmental Counseling: Children and Adolescents), CPSY 614 (Academic and Career Counseling), CPSY 621/603 (PPS Internship/Traineeship II), and CPSY 622/604 (PPS Internship/Traineeship III). In CPSY 612, candidates evaluate the racial identity climate of the school where they are conducting their Fieldwork practicum. After they evaluate the racial identity climate at their school, they discuss plans of action to change the racial climate at their schools (see school racial identity handout). This assignment allows students to demonstrate their advocacy skills in promoting success in learning for culturally diverse children and youth. In CPSY 614, students learn about Academic and Career Counseling as it relates to social justice. Graduate students learn how to work with all youth within the school system, how to prepare students from transitions between schools, different theories related to career counseling, and tools and skill practice related to career and academic counseling. Students also have an opportunity to personally experience specific career inventories and analyze	**CPSY 614** **Syllabus** **Vocational Inventories** **Final Group Paper & Presentation** **CPSY 612** **Racial Identity** **CPSY 621/603** **Assigned Readings and Lecture** **CPSY 622/604** **Assigned Readings and Lecture**

	their effectiveness for the youth they serve. Students also develop an academic/career intervention for a targeted group that is underserved in school populations. In this course and through out their time in the program, graduate students become advocates for students at their school site, helping them gain access to educational, community, and academic resources that they need to succeed in their careers and academically. Students demonstrate their skills and knowledge in their final paper and presentation, which presents a unique academic counseling intervention/program for youth. It is required for candidates to incorporate advocacy and multiculturalism into this intervention. In CPSY 621/603, students learn about matriculation through the school systems. They learn how to analyze transcripts, how to use the UC Doorways website to identify which classes are A-G compliant, what certain codes and abbreviations represent on the transcript, and what requirements are necessary for students to matriculate from middle school to high school and from high school to post-secondary education and/or career pathways. They demonstrate knowledge by using these skills at their school sites to advocate for their caseload of students. In CPSY 622/604, students discuss the college going culture at their respective placement sites. Students share with their peers about the resources available at each of their sites, answer questions to clear up misunderstanding or misinformation about the college process, and how to build a successful resource center for college and other post-secondary options at their schools.	
Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.	Students in the University of San Francisco School Counseling Program understand that, despite our best efforts, the educational system has its inherent flaws when it comes to effectively supporting the learning and academic success of all students. Whether the flaws are at the institutional level or down to the individual level, barriers still exist which limit the growth potential of the youth we serve. As agents of change in schools, professional school counselors need to be able to identify these barriers and serve to eliminate them so that all students have the chance to maximize their potential in school. For example, many high schools do not offer assistance for college applications to all students and many schools expect students to seek out this service on their own. Other schools do not systematically insure that all students are given the same information on graduation requirements. Candidates learn about institutional, systemic, interpersonal, and intrapersonal barriers in different classes. This topic is covered in CPSY 606 (Cross Cultural Counseling), CPSY 608 (Prevention and Intervention in Schools), CPSY 609 (Educational Psychology for Counselors), CPSY 617 (Consulting with Schools), and all Traineeship/Internship courses. In CPSY 606, students do group presentations about a particular minority group or culture that professional school counselors work with. This includes cultural groups like Native Americans, Latino/Latino-Americans, Asians/Asian-Americans, etc. They also discuss other targeted minority groups like LGBTQ Youth and Disabled Youth. In these group presentations, candidates must identify the struggles and barriers facing these groups, counseling implications for working with these youth, and strategies for how to help these students within their particular cultural circumstances to help maximize their potential. In CPSY 608, students are asked to identify evidence-based intervention programs and strategies to help and advocate for culturally diverse youth (such as GLBTQ, African American, Latina/o American, etc.,). Candidates must also identify community resources and literature (both print and electronic) to advocate for these students so that they are given every opportunity and have the support they need to thrive academically in schools. In CPSY 609, students discuss the Student Support Teams (SST), 504, and Individual Educational Plan (IEP) process at length in class and learn about different institutional, cultural, and systemic barriers that students face at school. Graduate students also demonstrate knowledge through a group presentation about this particular topic and identify some of the shortcomings and problems associated with the special education system.	**CPSY 606** **Group Presentation** **CPSY 608** **Special Topics Assignment** **CPSY 609** **Assigned Readings and Lecture** **Critical Issues Presentation** **CPSY 617** **Assigned Readings and Lecture** **Educational Governance Paper & Presentation**

	Particularly, students have a chance to review a comprehensive study conducted at Stanford University on SFUSD’s Special Education Program, identify the disparities that exist in the program, and help to generate solutions for these problems. In CPSY 617, students learn how to identify issues and problems with the existing school system and how to consult and advocate for school reform with an emphasis on equity and social justice for all students. Candidate development in this competency is further enhanced when they complete an Educational Governance Paper and Presentation, which helps students identify administrative, school board, and best practice policies surrounding specific topics. Students are asked to identify concerns with the implementation at their school sites, recommendations how to remedy the concerns, and who specifically would they need to engage/who would be affected by the changes made. In Traineeship/Internship classes, students dedicate time discussing and reflecting back on their time at their placement sites. These discussions often revolve around the specific youth each student is seeing. Students are given feedback and input from classmates about how best to bridge academic, socio-emotional, and career gaps for these students, whether they are concerns within themselves, peers, teachers or their greater world. Fieldwork instructors also comment on what their best practice solutions would be for the concerns the youth in schools are presenting. One of the most powerful tools for USF School Counseling Students is this input from practicing school counselors who know what it is like working with these youth and the real troubles they face. These discussions strongly focus on the role of the school counselor as advocate and how to identify and address institutional, systemic, and intrapersonal, and interpersonal barriers to achievement.	
Standard 24: Learning, Achievement and Instruction		
Candidates know appropriate classroom management strategies and techniques for assisting teachers with classroom organization.	Graduate students in the University of San Francisco’s School Counseling Program fully understand that the work of the counselor has evolved from the days where the stern-faced counselor sits behind a desk and dictates what a student should and should not be doing. The professional school counselor must fully understand what happens in the classroom and the daily challenges that teachers face, particularly in diverse, urban schools. These challenges can be particularly difficult as new teachers begin and themselves have difficulty with classroom management strategies and techniques. As a part of that understanding, students enroll in a variety of courses that address how to move the realm of school counseling from the counseling office into the classrooms. Classroom management and organization topics are covered in CPSY 611 (Problem Solving Counseling), CPSY 610 (Consulting with Parents and Teachers), CPSY 609 (Educational Psychology for Counselors), CPSY 620/602 (PPS Internship/Traineeship I). In CPSY 611, students learn a variety of techniques and strategies that assist with classroom management including how to conduct a functional assessment, principles of behavioral modification, creating classroom management contracts, and behavior support plans. For example, students are assigned specific readings that focus on behavioral interventions for student classroom behavior. In CPSY 610, students learn specific skills that include consulting with teachers about emotional or behavioral problems, presenting student case studies and how to engage teachers in the behavior support process, and developing professional development workshops for teachers regarding classroom behavior management. For example, students present a staff development workshop or parent development workshop that addresses a critical student issue. One possible topic is behavioral classroom management. In CPSY 609 and CPSY 620, students learn and present about the Student Success/Study Team process and how it is used as a general education intervention for behavioral concerns of students in the classroom.	**CPSY 611** **Assigned Readings and Lecture** **CPSY 610** **Assigned Readings and Lecture** **Case Study** **Group Presentation** **CPSY 609** **Assigned Readings/Lecture** **Observation Paper** **CPSY 620/602** **Class Presentation**

Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.	Students in the University of San Francisco School Counseling Program recognizes that the entire education community is moving towards standards-based curriculum and accountability and that the counseling office is not exempt from this movement. More and more, educators are being asked to move from their cloistered offices to where they can deliver instruction and curriculum in the most natural setting of education, the classroom. In response, students are given instruction both in the concept and theory of lesson planning as well the development and implementation of standards-based guidance curriculum that is to be delivered in classrooms. Students are also taught how to involve the appropriate stakeholders in the school community The American School Counselors Association has outlined the standards to which professional school counselors are expected to adhere to in their curriculum. These topics are covered in CPSY 607 (Counseling Theory and Skills), CPSY 609 (Educational Psychology for Counselors), CPSY 621/603 (PPS Internship/Traineeship II), and CPSY 622/604 (PPS Internship/Traineeship III) In CPSY 607, students develop professional development/classroom curriculum that targets a target group or groups of students, parents, teachers and/or school staff, based off of existing and well-known counseling theories and backed by literature in the field. In CPSY 609, students learn about the theory and concepts of lesson planning and classroom guidance as it pertains to school counselors, the SST/IEP/504 process to involve major stakeholders in schools, and learning styles/classroom organization. In CPSY 610, students develop professional development curriculum addressing a wide-range of topics to deliver to school staff and/or parents. In CPSY 621/603, students develop a four week curriculum for a workshop or classroom guidance presentation. This curriculum is to be implemented in the classroom in the Fall at each student's respective internship sites. Students also learn about different mental disorders such as ADHD, autism, depression, etc. and how that can impact a student's ability to function and learn in the classroom. In CPSY 622/604, students are provided the "Make It Happen!" curriculum, a college guidance curriculum for high school seniors that is to be implemented during the school year. Students receive supervision and guidance for this curriculum during class time and are expected to report back/turn-in accompanying parental consent forms, student consent forms, and pre/posttest surveys.	**CPSY 607** **Final Project** **CPSY 609** **Assigned Readings and Lecture** **Observation Paper** **Critical Issues Presentation** **CPSY 610** **Group Presentation** **CPSY 621/603** **Assigned Readings/Lecture** **Workshop Presentation** **CPSY 622/604** **Curriculum Delivery** **Make It Happen!**
Standard 25: Individual Counseling		
Candidates demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling.	In the University of San Francisco School Counseling Program, candidates begin their two-year course load with CPSY 607 (Counseling Theory and Practice). This course introduces the major counseling theories, and mandates that students apply such theories to school-based case studies. Students are required to address major components of the theory they have chosen to discuss, and must provide concrete examples of how they would implement those components with the student in case studies. In addition to course assignments and lectures, students also break out into triads and practice the skills they are learning. This hands-on experience provides students with a foundation to call upon while beginning their work at their fieldwork placements. Students learn active listening skills as well as theory-specific techniques, which prepare them to assist pupils with exploration of emotions and conflict management. As an urban institution, the University of San Francisco School Counseling Program promotes a culturally-sensitive approach to work with students. As such, our courses all contain components of multicultural competency development, aligning with the social justice approach our program takes. Understanding that many major counseling theories derive from European worldviews, our program also encourages candidates to consider their own worldviews and pupil's worldviews when applying counseling theories. This practice	**CPSY 607** **Major Theories Reading** **Counseling Triads** **Critical Case Analysis** **School-Based Intervention Development** **CPSY 620/602** **Review of Counseling Skills**

	augments candidates' counseling styles and techniques in order to meet the needs of culturally diverse populations in schools. The following components of our coursework speak to our students' ability to demonstrate comprehension and application of counseling theories and active listening techniques: In CPSY 607 students are required to study and apply the following theories to realistic school and pupil counseling situations: Psychoanalytic, Adlerian, Existential, Person-Centered, Gestalt, Behavioral, Cognitive Behavioral, Reality, Feminist, and Postmodern. In CPSY 607 students practice and demonstrate basic counseling skills to use in a school setting with children, youth, and their families by forming triads and assuming roles of counselor, student, and observer. Feedback is provided by peers and by professor. In CPSY 607 students also demonstrate their knowledge of counseling theories by completing three critical case analysis papers, wherein techniques from major counseling theories must be discussed and applied to case vignettes provided by the professor. In CPSY 607 students must develop and write a school-based intervention with a particular population of students or issue and incorporate a minimum of two major counseling theories. At the completion of this assignment, students present a portion of their intervention to their classmates. In CPSY 620 (Group Counseling Skills) student revisit counseling skills and discuss methods of improving technique.	
Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises.	Beginning with CPSY 607 (Counseling Theory and Practice), students move into their fieldwork sites and commence their one-on-one work with pupils in the school setting. This experience lasts the duration of the program, resulting in a minimum total of 700 hours of time in the field. A major component of the fieldwork experience is supervision, a time when students may discuss highlights and challenges, areas of strength and improvement in their counseling skills/practice. Candidates frequently discuss instances of working with pupils on issues of personal and/or interpersonal nature. Bringing these scenarios to the greater group during supervision allows other students to learn vicariously through their colleagues and supervisor, and also provides an opportunity for students to demonstrate comprehension of successful counseling techniques. Additionally, one of the courses in our program, CPSY 608 (Prevention and Intervention in Schools), teaches students how to use evidence-based intervention programs when personal, school, and/or community crises arise. Students have the opportunity to study various techniques and are encouraged to apply them at their fieldwork sites if the need arises. Their knowledge is also demonstrated in course quizzes. Students also enroll in CPSY 610 (Consultation in Schools), which teaches ways of advocating for pupils by seeking consultation. These consultations directly assist our students in providing pupils with better and more comprehensive services, especially as they relate to personal, interpersonal, and academic crises/problems. The following components of our program speak to students ability to effectively assist students with personal and/or interpersonal problems as well as provide responsive services when crises arise: In CPSY 608 students study resilience and discuss ways of assisting students to build resilience during challenging times. In CPSY 608 students study temperament, family structures, and characteristics of healthy families in order to better assist pupils with personal and/or interpersonal problems. They also demonstrate their knowledge in weekly take-home quizzes.	**CPSY 608** **Resilience** **Temperament and Family** **CPSY 610** **Emotional/ Behavioral** **Academic Problems**

	In CPSY 610 students study consultation in schools as it relates to emotional/behavioral and academic problems.	
Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services.	Students in our program spend a significant amount of time dedicated toward understanding trends within the field of School Counseling, and understand the importance of integrating evidence-based programs and techniques into their work with pupils. As such, students must enroll in CPSY 616 (Counselor as Researcher). This course teaches students how to identify strong prevention and intervention programs which are based on research conducted within the field. Additionally, students also enroll in CPSY 608 (Prevention and Intervention in Schools), a course which asks students to explore themes of risk and resilience, and to create a prevention/intervention curriculum for pupils. These programs, which satisfy a component of the course, are also shared amongst classmates, providing them with valuable resources from which to call upon when working with pupils in schools. The following features of our coursework demonstrate that our students are able to identify needs, and create effective, evidence-based prevention and intervention programs: In CPSY 616 students gain the ability to apply research outcomes to prevention and intervention development in schools. In CPSY 608 students must research and develop an 8-session prevention program, which involves: assessment of student needs, development of 9-15 strategies to address the problem, and which has an adequate evaluative method.	**CPSY 616** **Evidence Based Prevention/ Intervention** **CPSY 608** **Prevention/ Intervention Program**
In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement.	During their course work in CPSY607, candidates learn to apply counseling techniques while also discussing ways to evaluate expected outcomes of their counseling interventions (e.g., critical case analyses assignments and discussion) In CPSY 608 (Prevention and Intervention), candidates learn about evidence-based approaches and evaluations for prevention and intervention of Depression, Self-Harm, Suicide, Eating Disorders, and Substance Abuse. Candidates demonstrate their knowledge in a take-home quiz that addresses this topic. In CPSY 616 (Counselor as Researcher), candidates are taught a variety of acceptable and proven ways of evaluation. Our program impresses upon candidates the importance of evaluative methods, and incorporates elements of evaluation into many major projects and presentations. In CPSY 622 (PPS Traineeship) students are required to conduct an American School Counselor Association (ASCA) Program Audit at their fieldwork sites, which involves a comprehensive evaluation of a school's counseling department. A portion of this audit asks our students to evaluate ways in which the counseling department's services reach entire student populations as well as how effectively they do so. In CPSY 611 (Problem Solving Counseling), students also explore ways in which counseling can be conducted with students in order to increase learning and achievement. This course promotes the usage of the Functional Analysis and Collaborative Problem Solving methodology in order to ascertain more effective and suitable ways of meeting student needs. A key component of both processes is an evaluative tool which determines whether the intervention ought to continue or be further refined.	**CPSY 607** **Critical Case Analysis** **CPSY 608** **Syllabus** CPSY 616 **Evaluation Methods** **Research Proposal Assignment** **CPSY 622/604** **ASCA Program Audit** **CPSY 611** **Functional Analysis**
Candidates know community-based mental health	The courses prescribed in our program invite candidates to professionally practice counseling so to meet the needs of the pupils they serve. Sometimes, however, the needs of pupils are greater than what the school can provide. In those situations it is imperative that	**Fieldwork Competency Evaluation**

referral resources and effective referral practices.	our students be familiar with Community Based Organizations and other outside resources where pupils and families may be referred. It follows, therefore, that we provide students with a variety of ways to gain knowledge about resources outside of schools and within the community. When candidates are at their school fieldwork site, they are directly exposed to pertinent community agencies and discuss with their supervisors effective referral practices for pupils and their families in their caseload. Referral practices for mental health services are also discussed with University Fieldwork Supervisors and colleagues in PPS traineeship courses (supervision component). This competency is evaluated by on-site supervisors. In addition, the course CPSY 610 (Consulting with Parents and Teachers) covers important content with respect to mental health consultation, which includes knowledge and referral services of pupils and families when applicable. In the course CPSY 617 (Consulting with Schools), candidates are required to present and share knowledge about relevant community agencies where they could refer pupils/families they are working with at their school sites.	**CPSY 610** **Syllabus** **CPSY 617** **Syllabus** (CBO assignment)
Standard 26: Group Counseling and Facilitation		
Candidates understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.	The University of San Francisco School Counseling Program trains counselors to be well equipped not only in individual counseling, but also in group settings. Our program places a high importance on the ability to successfully and compassionately facilitate a group, as much social and academic benefit can arise as a result. Our program incorporates group counseling skills into its courses, one of which is CPSY 613 (Group Counseling Skills). Just as students were introduced to major counseling theories in CPSY 607, CPSY 613 teaches students group counseling theories. Topics covered in this class include: group dynamics, confidentiality, establishing rules, development of group curriculum, legal/ethical issues pertaining to groups, and methods of evaluation. Additionally, students also must gain hands-on experience with group facilitation. Fieldwork classes require students to log hours specifically in group counseling and facilitation. Students have the opportunity to discuss their experiences during the supervision portion of class, and are able to highlight challenges and successes in their work with pupils in the group setting. The following features of our program speak specifically to students' ability to demonstrate comprehension and experience in group counseling skills, facilitation, and evaluation: In CPSY 613 students gain an understanding of group counseling: as it differs from individual counseling, in terms of its benefits and limitations, and how it can add to a counselor's understanding of how pupils' behaviors within a group are a function of the influence their peers, family, and cultural communities have on them. In CPSY 613 students are provided with counseling skills and techniques, specific to group counseling and facilitation. In CPSY 613 students gain experience facilitating a small group by participating in and facilitating a small group with classmates. In CPSY 613 students research and develop a psycho-educational group geared toward a specific population and which will run for ten weeks, taking into consideration multicultural needs. In CPSY 620 (PPS Traineeship) students participate in a review of group counseling skills, further complementing the development of these skills in other courses.	**CPSY 613** **Group Counseling Introduction** **Group Counseling and Facilitation Skills** **Small Group Experience** **Psycho-Educational Group Proposal** **CPSY 620/602** **Group Counseling Skills Review**

Standard 27: Collaboration, Coordination and Team Building		
Candidates apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils.	Candidates in the School Counseling Program at USF learn to evaluate and implement effective programs of consultation and collaboration that involve student, parents, school, and community agencies. For example, CPSY 610 (Consulting with Parents and Teachers) is a course that offers consultation models to collaborate with school personnel, community and family members. In addition, candidates learn about resources in the community with which they may coordinate services to support pupils and families in schools. In CPSY 610, candidates complete a consultation Case Study in which they develop plans of action and collaboration among different parties in schools. This involves collaborating with family, community agencies, and school personnel to find the most effective strategies to support pupils. Also, in CPSY 617 (Consulting with Schools), candidates learn to collaborate with school systems (i.e., an organizational approach) in order to support pupils. In the course, candidates demonstrate their learning of collaboration and support structures in their review of a specific guidance curriculum/program that address pupils' needs. They identify the goals of the program, its effectiveness, and the training required to implement it. The research and implementation of curriculum guidance/program may require collaboration in different levels within the school system.	**CPSY 610** **Syllabus** **Case Study** **CPSY 617** **Review of Program**
In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school.	As an example of coordinating and providing services for school community members, candidates identify needs and provide knowledge/skills to address such needs. Specifically, candidates develop and practice teaching material intended to collaborate with parents and teachers. In CPSY 610 (Consulting with Teachers and Parents), candidates design and implement a Parent Workshop or a Staff Development workshop on a topic related to pupil education or wellbeing. In addition, in CPSY 617 (Consulting with Schools), candidates engage in a research project in which they become familiar with multiple community resources available to the school and populations they serve. Through pursuing this investigation, candidates develop skills to identify community resources to collaborate with. In their presentation, candidates elaborate on increasing community-school-family collaborations with pertinent agencies. In CPSY 608 (Prevention and Intervention in Schools), candidates are taught about the importance of coordination and collaboration among families, schools, and community resources in delivering preventions/interventions. In this course, candidates complete a Special Topics Assignment, in which each candidate researches a factor that impact youth development (e.g., homelessness; diversity; self-esteem; gang affiliation, etc.). Part of this assignment is also to gather specific resources for teachers, families, and counselors to address the topic of youth development they are investigating about. In CPSY 611, candidates develop a functional analysis of problems behaviors in schools. They interview teachers and parents to gather information and develop intervention plans, which involve collaboration and coordination with teachers and parents in order to implement it. During their fieldwork evaluation, candidates are assessed in their collaboration skills by listing activities conducted at their schools that speak to collaboration competencies.	**CPSY 610** **Group Presentation** **CPSY 608** **Special Topics Assignment** **CPSY 611** **Function Analysis** **Competency attestation sheet/ community and coordination**
Candidates know and possess skills in building effective working teams of	Throughout the School Counseling Program, candidates develop team-building skills working with their fellow classmates in the cohort model. This collaboration continues after graduating from the program. In CPSY 617, candidates share resources with one another by researching a community based organizations to support pupils. Candidates present their	**CPSY 617** **CBO Assignment**

school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.	information to the rest of the class. Candidates learn about first-hand collaboration/coordination experiences from professionals that serve schools in the community. For example, in CPSY 610, members from the SFUSD community (e.g., a Parent Liaison, Social Worker, and Special Ed Supervisor) serve as guest lecturers in the class. These lectures afford candidates with concrete practical knowledge they can use in their collaboration and consultation work in schools. Candidates demonstrate their knowledge by writing reflection papers. Candidates also help pupils to be successful through guidance activities. Candidates learn and demonstrate their abilities to coordinate guidance activities in different ways. For example, in CPSY 608, candidates do an In-class Assignment where they design an 8-session guidance program or intervention. The topics addressed in their intervention may include a program for bullying, improving school climate, and study skills. Candidates also practice developing guidance lessons in CPSY 621/603 (PPS Traineeship/Internship II), in which they create four lesson plans/curriculum on a specific topic for a particular audience.	**CPSY 610** **Reflection Paper** **CPSY 608** **In-class Assignment** **CPSY 621/603** **Syllabus (Workshop Presentation)**
Standard 28: Organizational Systems and Program Development		
Candidates understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan.	Students in the University of San Francisco School Counseling Program understand that schools are educational systems. No individual pupil, teacher, staff or administrator works on an island; they all work in concert together and thus collaboration and organization in educational systems is crucial. Students further understand that school counseling programs are a part of this system and thus are held accountable to the entire school system. Moreover, school counseling programs are aligned with the overall mission and plan of the school. This topic is covered in CPSY 608 (Prevention and Intervention in Schools), CPSY 610 (Consulting with Parents and Teachers), CPSY 616 (Counselor as Researcher), CPSY 617 (Consulting with Schools), CPSY 622-623/604-605 (PPS Internship/Traineeship III-IV). In CPSY 608, students learn about different prevention and intervention techniques to use in their counseling interventions. Students demonstrate knowledge by critically evaluating different prevention/intervention programs and by distinguishing the different between primary (universal), secondary (selective), and tertiary (targeted) strategies. Students demonstrate their knowledge by presenting special topics and identifying community resources for the specific topic in each presentation. In CPSY 610, students learn about consulting with teachers and parents. Students learn about the ethical implications of consulting, different theories regarding consultation, and how to develop and deliver professional development/parent workshops to further counseling and guidance programs that are in line with the school climate and culture of their respective sites. Students demonstrate knowledge by developing their own parent workshop or staff development training around a particular topic. They deliver this to their classmates to practice the skills of implementing such a workshop or meeting. In CPSY 616, students learn how to provide evidence of the effectiveness of counseling and guidance programs to key stakeholders. Such data are valuable at a school site for evaluative and monetary reasons. Students learn how to systematically collect both qualitative and quantitative data to evaluate systemic and comprehensive guidance programs. Students demonstrate knowledge through preparing, writing up, and presenting cogent reports of data collected in a specific counseling program. Students also learn about the grant writing process with the Director of the Office of Sponsored Programs at the University of San Francisco. They learn how to write an effective grant proposal, the different types of grants, and the necessary steps that need to be taken to submit and have a grant approved. In CPSY 617, students learn about the organizational structures of the educational system. They learn how the existing system works, how to navigate the system and how to be	**CPSY 608** **Assigned Readings and Lecture** **Special Topics Assignment** **CPSY 610** **Assigned Readings and Lecture** **Group Presentation** **CPSY 616** **Research Paper** **Grant Planning Worksheet** **CPSY 617** **Syllabus** **Guidance Curriculum Review** **CPSY 622/604, 623/605** **Needs Assessment and Program Audit**

	effective agents of change within their school community so that counseling and guidance needs are met while still honoring the school's climate and culture. Students also critically evaluate existing guidance curriculum and examine its effectiveness and its applicability to their respective placement sites. In CPSY 622-623/604-605, students demonstrate knowledge by conducting a program audit of their respective placement sites (a local public school). They observe their mentor counselors and teachers; interview teacher, staff, students, and parents; review school data; make note of school climate and culture and provide recommendations for further program improvement. This is all done in accordance with the *ASCA National Model Workbook.* They prepare a report of this program audit as part of their course requirement.	
Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.	Students in the University of San Francisco School Counseling Program understand that professional school counselors must be accountable for the outcomes of their school counseling interventions. In the current standards-based, evidence-based methods of evaluation, providing meaningful quantitative and qualitative data is essential in demonstrating effective school counseling interventions on student learning and academic achievement. This topic is covered in CPSY 616 (Counselor as Researcher) and in the "Make It Happen!" curriculum, a part of CPSY 622-623/604-605. In CPSY 616, students learn about different qualitative (i.e. interviews, focus groups, observations, narrative, case study approach, etc.,), and quantitative (i.e., survey methods, student achievement data, test scores, etc.,) methods used to perform research and evaluate the effectiveness of counseling and guidance programs. Candidates specifically learn how to use different kinds of data (such as existing data in schools (GPA, attendance records, etc.)) as pre and post quantitative measures to show the effectiveness of counseling programs on student learning and academic achievement. Students also learn how to design pre/post surveys with both quantitative and qualitative measures and how to evaluate this data to present to different stakeholders in the schools they serve. To demonstrate their knowledge, students must collect and analyze data at their school site and prepare a report of the data to demonstrate the impact of the counseling program on student learning, achievement, and other socio-emotional outcomes. Students in the second year of the program, implement and evaluate the "Make It Happen!" curriculum at their school site. Make it Happen is a college preparation and access curriculum based on evidence and developed by the Coordinator of the School Counseling Program (Professor Christine Yeh) along with the Head Counselor at San Francisco Unified School District (Theresa Jahangir). It is 10 sessions long and includes information about financial aid, high school requirements, scholarships, college applications, personal statement, and working with families for support. Graduate students work in all realms of organizational systems and program development in using this curriculum. For example, students collaborate with other counselors, teachers and staff to help to plan and deliver the curriculum. They identify the target group of pupils that would benefit from the curriculum. They deliver consent forms to the pupils and the parents to allow all necessary parties to be aware of the curriculum and the corresponding evaluation of the program. They administer pre and post surveys to evaluate specific pupil gains in terms of academic achievement, social support, school engagement, and college self-efficacy from the implementation of the curriculum. Finally, students deliver the curriculum to provide crucial information regarding post-secondary options to those target pupils.	**CPSY 616** **Course Objectives** **Description of Quantitative Measures** **Description of Qualitative Measures** **Make It Happen**
Standard 29: Prevention Education and Training		
Candidates know and have skill in the planning, organizing and implementing educational	Students in the University of San Francisco School Counseling program understand that the professional school counselor cannot accomplish his or her job by sitting at the desk and passively waiting for the work to come to them. We recognize that to in order to make a successful and powerful impact on the lives of the youth we work with; we must learn how to coordinate educational programs and services that help to strengthen and support both the minds and the hearts of those youth. We must possess the knowledge and skills to develop	**CPSY 607** **Final Project** **CPSY 613** **Group Final Project**

programs designed to promote pupil learning and high academic achievement.	these programs, either from a pre-determined curriculum, or through active collaboration, gathering or resources, creativity, and research and analysis of previous work in this area. In addition, we must organize, and then implement, these programs successfully for the youth we serve. This topic is covered in the final project for CPSY 607 (Counseling Theory and Practice), a project in CPY 613 (Group Counseling), CPSY 617 (Consulting with Schools), CPSY 621/603 (PPS Internship/Traineeship II) and CPSY 622-623/604-605 (PPS Internship/Traineeship III-IV). In CPSY 607, students develop a complete curriculum focusing on a targeted group or groups of students and a particular topic that needs to be addressed such as gang prevention, truancy, college access, etc. Students review previous literature to find out what elements make their program effective, plan the necessary lessons and activities that are to take place, and then do a mock session or sessions in class with their classmates as the targeted group. In CPSY 613, students learn about the necessary elements of running groups in the school setting. Students develop a multi-session psycho-educational group targeted toward a specific group of students for a specific goal. Students identify how they will screen the group members, build trust in the group, develop group cohesion, and then terminating the group. Students then outline one particular session and decide what activities to do, how to open and then how to close that session. In CPSY 617, students are tasked to evaluate the effectiveness of existing intervention programs that are popularly used in schools. They are asked to identify the target group, the purpose/goal of the program, how it is implemented (using what kind of teaching style) and to evaluate its effectiveness in intervening on or reducing the targeted behavior or behaviors. In CPSY 621/603, students plan their own four-week class curriculum surrounding a particular topic such as job searching, college planning, etc. Students develop each lesson plan, organize the activities and necessary materials needed for each lesson, and then do one lesson in class for their classmates. The class then evaluates the effectiveness of the program. In CPSY 622-623/604-605, students are given the evidence-based, standards based, "Make It Happen!" curriculum to be implemented at their respective fieldwork sites. In collaboration with their mentor counselors, students decide when will be the best time to deliver the curriculum, who will be the targeted group of students, and how best to ensure that the goals and objectives of the curriculum are met.	**CPSY 617** **Assignments** **CPSY 621/603** **Workshop Presentation** **CPSY 622/604, 623/605** **Make It Happen!**
Candidates also have knowledge in preventing problems that pose barriers to learning and achievement.	Students in the University of San Francisco School Counseling Program understand that in a perfect world, all youth would be allowed unimpeded access to education. However, the sad truth is that there are many barriers to education both from within the child and in the world of the child. As professional school counselors, we have to help students navigate these barriers and help the youth we serve to succeed in their respective world, regardless of the barriers they have. This topic is covered in CPSY 608 (Prevention and Intervention in Schools), CPSY 609 (Educational Psychology) and CPSY 611 (Problem Solving Counseling), CPSY 614 (Academic and Career Counseling) and CPSY 620/602 (PPS Internship/Traineeship I). In CPSY 608, students learn about early intervention strategies to use with students to prevent them from falling through and needing more targeted interventions. They also learn about academic interventions and special education, particularly the Response-to-Intervention (RTI) model of assessing academic difficulties in schools. Students also do a series of Special Topic presentations that cover many different barriers to education and learning and evidence-based strategies that have been used to intervene and prevent these barriers. In CPSY 609, students learn about the SST, IEP, and 504 processes. Students are required	**CPSY 608** **Special Topics Assignment** **Assigned Readings and Lecture** **CPSY 609** **Observation Paper** **Assigned Readings and Lecture**

	to observe an IEP or similar meeting and critically critique their reaction and response to the process. Students also learn about various learning theories and how they can positively or negatively impact a youth's motivation to learn. Students further learn about the process through their respective fieldwork classes in the form of mock SST's that are conducted in CPSY 620/602. Students present a case to their fellow classmates and have the class present solutions that could be useful to that student, as is done in an actual SST in schools. In CPSY 611, students learn about particular problem behaviors that youth will engage in that will be a barrier to the education. Students learn how to identify these problem behaviors, identify the cause of these behaviors and how they are related to the youth's learning/education, how to engage the school to elicit change, and how to properly evaluate whether this intervention was effective. In CPSY 614, students learn about academic/career counseling and the various barriers the limit student motivation in the field. Students learn about the various theories that drive student to succeed academically and in their career outlooks.	**CPSY 611** **Assigned Readings and Lecture** **CPSY 621/603** **Case Presentation** **CPSY 614** **Assigned Readings and Lecture**
Candidates develop knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.	Students in the University of San Francisco School Counseling Program recognize that eliminating barriers to learning and achievement is a collaborative process between not just the student and the counselor but also the teachers, parents, and surrounding school staff. Everyone from the janitor to the principal can positively or negatively impact a student's learning and achievement. This topic is covered in CPSY 609 (Educational Psychology), CPSY 610 (Consulting with Parents and Teachers), CPSY 617 (Consulting with Schools), CPSY 622-623/604-605 (PPS Internship/Traineeship III-IV). In CPSY 609, students conduct a teacher interview with different teachers at their respective placement sites. Through this, students can ascertain what the teachers believe the role of counselors are at the school and how to build a better collaborative effort between counselor and teachers. Effective communication between teachers and counselors is key in working to eliminate barriers to learning. Through this collaborative effort, teachers and counselors can target both the academic and socioemotional sides of the student, catching every potential barrier that will limit success. In CPSY 610, students learn how to consult with teachers and parents regarding a myriad of different issues that could affect a youth's learning in school. This could be behavioral to academic disabilities to everything in between. Students also develop a staff or parent workshop that tackles various different topics regarding barriers to achievement and learning. In CPSY 617, learn how to work within the entire school system to try to enact change and eliminate barriers. Students learn how to engage Community Based Organizations (CBO), evaluate whether a particular CBO would be an effective place to send a struggling student, and engage the school in reforms toward social justice. In CPY 622-623/604-605, as part of the program audit assignment, students are to interview all the major stakeholders in their respective placement sites. This includes teachers, counselors, principals, parents, students, and staff. Once again, there is a critical necessity to engage all stakeholders when it comes to helping students eliminate their barriers to education. By engaging every member of the school community, the professional school counselor serves as the primary liaison and hub that links all these critical components together.	**CPSY 609** **Teacher Interview Paper** **CPSY 610** **Assigned Readings and Lecture** **Group Presentation** **CSY 617** **Assigned Readings and Lecture** **CBO Assignment** **CPSY 622/604, 623/605** **Program Audit - Interviews**
Standard 30: Research, Program Evaluation and Technology		
Candidates are knowledgeable	Graduate students in the University of San Francisco School Counseling Program understand that as the education community moves toward a greater emphasis on standards	

about basic principles of research design, action research, and program evaluation.	and numbers, there is a need to be able to quantify the impact of counseling interventions in the school community. What traditionally has been based off of what a counselor has "felt" works is now being replaced by spreadsheets of numbers and coded responses from open-ended surveys. Because of this, students are trained in reviewing research, experimental research design, and data analysis as well as putting this into practice at their respective fieldwork sites in the forms of needs assessments and program evaluations/audits. These topics are covered in CPSY 608 (Prevention and Intervention), CPSY 616 (Counselor as Researcher) and CPSY 623/605 (PPS Internship/Traineeship IV). In CPSY 608 and CPSY 623/605, students conduct a program audit of their respective fieldwork sites. They are asked to administer surveys to teachers, students, and staff; conduct a series of interviews with teachers, students, and staff; review school-collected data such as attendance numbers, school demographics, etc.; provide their own observations about their fieldwork sites and provide suggestions for changes to further improve the school based off the quantitative and qualitative data collected. In CPSY 616, students are taught basic principles of research design such as formulating a research question, reviewing previous literature, developing hypotheses, defining and operationalizing variables, defining control and experimental groups, data collection and the different kinds of data (quantitative and qualitative), and how to present those findings in a cogent and coherent format. Students are tasked to create their own research experiment, define their research question and variables, identify quantitative and qualitative measures to use, the results (if applicable) of their research and then present their study to their classmates.	**CPSY 608** **Program Evaluation** **CPSY 616** **Assigned Readings and Lecture** **Assignments** **Description of Quantitative Methods** **Random Assignment Activity**
This includes traditional experimental design as well as qualitative and single-subject designs.	Graduate students in the USF School Counseling Program are afforded opportunities to work with a variety of different of experimental designs. Students learn about single-subject (ABAB reversal and multiple-baseline) designs in CPSY 611 (Problem Solving Counseling). Students learn about experimental design (i.e. pre-experiment, quasi-experiment, experiment) and its various components as well as qualitative designs (i.e. ethnography, case study, participatory action research, consensual qualitative research, discovery-oriented, grounded theory, etc.,) and the various forms it can take in CPSY 616 (Counselor as Researcher). In CPSY 611, students discuss single-subject designs and the particular benefits of it compared to traditional experimental design with random assignments and control groups. Students learn about the two dominant forms of single-subject designs, ABAB reversal designs and multiple-baseline designs. Students are asked to research articles to familiarize themselves with these designs and present their findings to their classmates to show understanding of these experimental designs. In CPSY 616, students learn about how to qualitatively code data from a single data source and then look for themes within a group of researchers. Students also discuss concerns about taking field-notes and conducting interviews as a part of qualitative research.	**CPSY 611** **Research Article Presentation** **CPSY 616** **Description of Qualitative Methods** **Fieldnotes Activity** **Interview Activity**
Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct	Students in the USF School Counseling Program routinely are asked to evaluate research and differentiate between high quality and inadequate research, how to calculate, produce, and interpret statistics, and how to evaluate data in research and in their own research to present to other stakeholders in the school community. These topics are covered in CPSY 612 (Developmental Counseling: Children and Adolescents) and CPSY 616 (Counselor as Researcher). In CPSY 612, students are expected, as a final project, to conduct a literature review on relevant research (in this case, pertaining to child and adolescent developmental issues) and then present this literature and their evaluations in a way that would be easily understood by parents, teachers and/or staff and how this research can be applied to the particular school setting that the students will eventually be placed.	**CPSY 612** **Literature Review Paper** **Literature Review Presentation** **CPSY 616** **Statistics Review**

evaluations of counseling and guidance and other educational programs in terms of student outcomes.	In CPSY 616, students are taught to critically analyze research, how to conduct a literature review, use basic statistics to analyze data that has been collected, and how to present this data in a coherent and cogent manner by utilizing the DATA format.	
Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.	Students in the USF School Counseling Program understand and learn that as the world becomes progressively more digital and technological, the professional school counselor must keep pace to maximize the advantages offered by technology. Students learn to fully utilize available technological resources as required for their studies and their fieldwork. These topics are discussed in CPSY 616 (Counselor as Researcher) and all fieldwork classes (CPSY 619 Fieldwork Practicum; 620-624/601-605 Internship and Traineeship I-IV). In CPSY 616, students discuss in class where to find research articles online and utilize online resources such as ERIC, PsycINFO, and PsycNET to stay up-to-date with current research. Students also discuss the most convenient and widely-used technological methods to produce and disseminate reports for all relevant stakeholders in their school community. Students learn statistical analysis programs such as SPSS 19.0 and Excel 2010 to help analyze program evaluation data. As a part of all fieldwork classes (CPSY 619, CPSY 620-624/601-605), students routinely discuss the various different school database systems utilized by the school districts that the program serves. These programs include SIS (San Francisco Unified School District), ARES (Jefferson Union High School District), and PowerSchool (San Carlos Unified School District, San Francisco Unified School District Charter Schools) to name a few. Students also discuss how to utilize these systems to evaluate student data, generate reports, and access data on these databases to interpret and evaluate their particular fieldwork placement.	**CPSY 616** **Literature Search and Review**
Standard 31: Field Experience		
To develop competency in all areas of school counseling and guidance, candidates have the opportunity to demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors.	At the University of San Francisco, the School Counseling Program fieldwork courses and practicum experiences are designed to provide candidates the opportunity to learn and practice the functions of school counseling and diverse guidance domains, under supervision of university and site personnel. The USF School Counseling Program requires candidates to be placed in at least two different school settings from the beginning of their first semester for two consecutive academic years. The USF School counseling program staff and faculty help to identify appropriate school settings, which will allow candidates to gain skills to prepare them to be effective school counselors. Through their course work and field practice, candidates must demonstrate school counseling knowledge and skill in the following areas: assessment; personal and social counseling; cross cultural counseling; group counseling; child and adolescent development; academic and career counseling; consultation with parents and teachers; legal aspects and professional ethics; learning and instruction; prevention and early intervention strategies; leadership, collaboration, coordination of pupil support systems; and research and program evaluation. At the University of San Francisco, there are different measures/practices to ensure that all candidates receive consistent, yet individualized school counseling training. *Consistency and Individualized School Counseling Training*: Upon admission into the School Counseling Program at USF, candidates receive specific information and support to insure their finding a school placement site to accrue practicum and fieldwork experience/hours for the upcoming academic year. Candidates receive concrete written/electronic information about the school placement site search and requirements. Candidates also receive a copy of the Fieldwork Placement Manual, which contains all information about fieldwork requirements and policies.	**USF Course Description** **Fieldwork Requirements** **Fieldwork Manual (Appendix B)** **Welcome Email** **Fieldwork Manual Placements** **Supervision Requirement** **Fieldwork Manual** **School Site Agreement Contract (Appendix G)**

	Most of our students do their practicum/fieldwork in a school at the San Francisco Unified School District (SFUSD). These school placements afford candidates school counseling training experiences working with a *diverse urban population* of pupils. Some candidates may also pursue their practicum/fieldwork outside of SFSUD, thus to ensure consistency in training that meets program and CTC requirements, we have specific requirements for approving a school as a practicum/fieldwork training site. A placement site is considered appropriate for our candidates if it meets a variety of conditions: • A public school serving children and adolescents (K-12) of *diverse ethnic and cultural backgrounds*. • An identified on-site supervisor with a PPS credential and two years of successful experience in the field. • Availability of regular weekly supervision according to program requirements. • Availability of a client caseload of 8-12 students a week. • Availability of a separate room to meet privately with students and parents. • The opportunity to conduct group sessions with students and parents. • The opportunity to practice school counseling functions. • Approval by the USF Fieldwork Instructor. At the beginning of each practicum/fieldwork experience, candidates submit to their university faculty supervisor a School Site Agreement Contract signed by the candidate and the on-site supervisor. In this contract, candidate and on-site supervisor agree to engage in supervision in accordance to USF requirements (e.g., weekly, etc.). Also, to ensure that candidates have an individualized training plan, at the beginning of their practicum/fieldwork classes, they are required to submit fieldwork learning goals that are congruent with program's required school counseling competencies (i.e., assessment; personal and social counseling; cross cultural counseling; group counseling; child and adolescent development; academic and career counseling; consultation with parents and teachers; legal aspects and professional ethics; learning and instruction; prevention and early intervention strategies; leadership, collaboration, coordination of pupil support systems; and research and program evaluation). Candidates' training and performance in their fieldwork is monitored by their on-site mentor counselors (i.e., on-site supervisors) and university fieldwork instructors (i.e., university faculty supervisors) on a weekly basis. They receive direct feedback from their on-site mentors during weekly supervision hours. They also consult about ethical practices, counseling interventions, and professional development. At the fieldwork courses (i.e., PPS traineeship), the university supervisors provide group supervision and consultation about their practice and development as school counselors. Candidates write weekly reflective journals and fieldwork progress notes to demonstrate their knowledge and receive direct feedback from their university faculty supervisors. In addition, university fieldwork supervisors establish periodic communication with on-site supervisors to monitor the training and progress of candidates (4 times per semester). To monitor their adequate breath of training in different school counseling competencies, candidates also fill out weekly log-sheets about the activities they conducted at their school sites. These logs-sheets are reviewed and signed by the on-site and university supervisors. Essentially, candidates record number of hours spent doing individual counseling (i.e., cross-cultural, special needs students; career counseling; academic counseling; personal social counseling), group counseling (i.e., cross-cultural issues; career counseling), consultation (with teachers; parents; community agencies), and other school support skills (e.g., classroom observations, SST; IEP; research/evaluation; record keeping, etc.). In this log-sheets, candidates also monitor the number of hours counseling students of race/ethnicities different from candidate.	**CPSY619** **Fieldwork Learning Goals Fieldwork Themes (Supervisor Contact)** **CPSY 619** **Reflective Journals** **CPSY 621/603** **Counseling Process Notes** **USF SCP Fieldwork Weekly Log Sheet** **Final Practicum Evaluation Form** **Final Fieldwork Evaluation Form (Appendix H)**

Candidates demonstrate in field experience the knowledge of and skills in working with pre- K through adult pupils in the areas identified in the standards for school counseling.	During their field experience, USF School Counseling Program candidates demonstrate competency in working with K-12 pupils by engaging in case presentations and discussions at their practicum and fieldwork courses. They write weekly reflection journals, write progress reports in which they comment on their training progress. Candidates also develop and deliver workshop presentations in class (i.e., classroom guidance sessions). In addition, they are required to engage on relevant school counseling activities to acquire competencies in different domains on a weekly basis. In addition, their on-site supervisors closely monitor their progress and performance every week. They provide individual supervision meetings, perform observation, and work closely with the candidates at their school site. At the end of each semester, candidates turn in the USF School Counseling Program Final Fieldwork Evaluation Form. They receive quantitative ratings from their onsite supervisors about their performance and development in school counseling competencies including: 1) Application of law and ethics 2) Individual counseling skills 3) Group counseling skills 4) Cross cultural counseling skills 5) Consulting with teachers 6) Consulting with parents 7) Applying developmental theory 8) Career and college counseling skills 9) Implementing classroom interventions 10) Assessment/testing skills 11) Applying research/evaluation skills 12) Consulting with school system 13) Engaging in collaboration/coordination 14) Linking with community resources 15) Engaging in prevention activities 16) Leadership or advocacy activities 17) Coordination of student services 18) Handling logistics and record keeping 19) Responsiveness to supervision The quantitative ratings about the performance of the candidate are specified to the on-site supervisors in the following scale: 1= below performance, needs much improvement; 2= needs some improvement in the level of performance; 3= at expectation level; 4 = above expectation level; 5 = outstanding or exceptional level of performance; 0 = not applicable or not opportunity to observe) In addition, at the end of each semester, candidates submit School Counseling Competencies Attestation Sheets, in which they provide sample activities conducted at their school sites to demonstrate that their training addressed all the program's required school counseling competencies/standards domains (assessment; personal and social counseling; cross cultural counseling; group counseling; child and adolescent development; academic and career counseling; consultation with parents and teachers; legal aspects and professional ethics; learning and instruction; prevention and early intervention strategies; leadership, collaboration, coordination of pupil support systems; and research and program evaluation). At the end of their fieldwork experiences (second semester of second year), candidates are required to submit a final presentation portfolio in their fieldwork course. This portfolio provides further evidence of the work conducted at schools, which also demonstrate school counseling competencies.	**Fieldwork Supervisor** **CPSY 621/603** **Syllabus** **Field Placement Portfolio Checklist (Appendix E)** **CPSY 619** **Weekly Journal Entries** **CPSY 621/603** **Counseling Process Notes** **Final Fieldwork Evaluation Form (appendix H)** **School Counseling Competency Attestation Sheets** **CPSY 619** **Final Presentation Portfolio**

Practica **A minimum of one hundred (100) clock hours in a practicum experience, that can include: (a) peer counseling related to a university or college program practicum course; (b) personal and career assessments; (c) personal counseling experience in either an individual or group context; (d) school-based programs serving parents and family members; (e) community service programs serving children and families; (f) school related experience such as "shadowing" a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community resources. Practica experiences should be completed prior to the field experience.**	The University of San Francisco School Counseling Program requires each candidate to begin her/his fieldwork experience in CPSY 619, Fieldwork Practicum, during the first semester of the program. Candidates pursue their practicum while they also take courses in Law and Ethics, Counseling Theories, and Developmental Counseling: Children and Adolescence. This affords candidates with a well-rounded understanding of school counseling theoretical and practical knowledge before they begin their fieldwork. One hundred (100) clock hours of practicum experiences are attained in a K-12 public school where they shadow and observe an experienced school counselor (e.g., mentor counselor/supervisor), become oriented to the school culture, learn about student ethnic/racial diversity in the school, participate in school-based meetings and activities, observe classroom instruction, learn school and community-based programs and resources, and meet with students. The Practicum experience allows candidates to become familiar with the role of school counselors in public schools and fieldwork requirements. Candidates are required to complete their practicum before they begin fieldwork experience. During their practicum, candidates are supervised and guided by an on-site supervisor (mentor counselor) on a weekly basis. At a minimum, candidates receive formal supervision for an hour at their sites. Candidates also work closely with a university faculty supervisor (practicum fieldwork instructor) by participating in the CPSY 619 course. They discuss their experiences/observations in class, and turn in weekly reflection journals about their practicum experience. In addition, they receive guidance and didactic information about school counseling competencies and knowledge. Candidates are required to document and log their practicum progress and provide evidence of their involvement/observation of different counseling activities in the school setting (see weekly log). At the end of the semester, candidates are evaluated by their on-site supervisor (mentor counselor) and their fieldwork instructor (university faculty supervisor). Candidates also engage in a self-evaluation where they are able to discus their learning goals for the following semester (Final Fieldwork Practicum Evaluation).	**SCP Course Sequence** **CPSY 619** **Syllabus** **Practica Fieldwork Structure** **Fieldwork Practicum Requirements** **Fieldwork Practicum Expectations** **Fieldwork Weekly Log Sheet** **Final Practicum Evaluation Form**
Field Experience **The school counseling program requires candidates to complete a supervised field experience of six hundred (600) clock hours that is begun after successful completion of the**	The USF School Counseling Program requires candidates to complete their field experience of six (600) clock hours in four semester courses (i.e., second, third, and fourth semester of enrollment in the program) in urban public school settings. Candidates enroll in PPS Traineeship courses each semester to complement and monitor their work in the field: CPSY 620 (PPS traineeship I), CPSY 621 (PPS traineeship II), CPSY 622 (PPS traineeship III), and CPSY 623 (PPS traineeship IV). At their school sites, candidates must be supervised by an experienced school practitioner who holds a valid PPS credential (for at least two years). The program prefers that the supervisor have a PPS Credential as a School Counselor to provide professional mentorship to students. Candidates are also supervised by a University Faculty Supervisor (fieldwork instructors in PPS traineeship courses). All our fieldwork instructors are experienced school counselors who hold a PPS credential.	**USF Field Work Course Syllabi:** **CPSY 620/602 – PPS Traineeship/ Internship I** **CPSY 621/603 – PPS Traineeship/ Internship II**

practicum experience and the series of preliminary courses defined by the program as preparation for the field experience. The field experience provides an opportunity for the candidate to perform, under supervision, the functions of school counselors in school counseling domains.	The field experience affords candidates with the opportunity to learn and practice the functions of school counselors in diverse counseling and guidance domains. Candidates are required to document and log their field experience progress by reporting their weekly hourly involvement in school counseling skills and competencies in the following domains: Individual counseling skills (i.e., cross cultural issues; special needs students; academic counseling, career counseling, personal/social counseling), group counseling skills (i.e., cross cultural issues; special needs students; career counseling; persona/social counseling), consulting skills (i.e., with teachers; parents; schools; community agencies; other professionals), and school support skills (i.e., classroom observations; SSTs; IEP/504; faculty meeting; law and ethics; research/evaluation; attendance monitoring; conflict management; record keeping; academic assessment; program development; peer counseling). Candidates also demonstrate their competencies and progress by submitting weekly log-sheets, reflection journals, counseling progress notes, and conducting presentations at their fieldwork courses. Candidates also present their skills providing diverse school counseling services during presentations at their PPS Traineeship courses (e.g., case presentations; college advising project; workshop presentation). Candidates are also evaluated by their on-site supervisors at the end of each semester with respect to the acquisition of school counseling competencies. In addition, at the end of their fieldwork experiences (4rth semester in the program), candidates develop a portfolio that provides evidence of their competencies and work conducted during their four semesters of fieldwork. Candidates also submit competencies attestation sheets, where they cite and provide evidence of activities conducted during each semester in 12 required competency domains: • Assessment • Career and College Counseling • Child and Adolescent Development • Consulting with Parents and Teachers • Counseling Theory and Skills • Cross Cultural Counseling • Group Counseling • Law and Ethics for School Counselors • Leadership, Collaboration, and Coordination of pupil support services • Learning and Instruction • Prevention and Early Intervention Strategies • Research and Program Evaluation The USF PPS Program seeks to prepare candidates to become competent school counselors by providing them the opportunity to develop effective interpersonal and practical counseling knowledge and skills through interactions with pupils, parents, school staff and other professionals working with pupils. USF PPS program candidates utilize the ASCA model framework in which to demonstrate skill in program development and evaluation and the implementation of a preventative counseling program.	**CPSY 622/604 – PPS Traineeship/ Internship III** **CPSY 623/605 – PPS Traineeship/ Internship IV** **Fieldwork Structure** **Program Outcomes and Competencies** **Fieldwork Weekly Log Sheet** **Semester Projects:** **CPSY 620/602** **Counseling Case Presentation** **CPSY 622/604** **College Going Culture** **CPSY 621/603** **Workshop Presentation Forms** **CPSY 622/604, 623/605** **Program Audit/Needs Assessment** **Fieldwork Manual (Appendix E)** **CPSY 621/603, 622/604, 623/605** **Fieldwork Themes** **Final Fieldwork Evaluation Form (Appendix H)**

Up to one hundred fifty (150) clock hours shall be devoted to issues of diversity. This may be satisfied with up to 100 clock hours in a diversity program or with the development and implementation of a program that addresses diversity issues. AND, at least fifty (50) clock hours shall be with at least ten (10) pupils (individually or in a group) of a racial and ethnic background different from that of the candidate. OR, all 150 clock hours with pupils of a racial and ethnic background different from that of the candidate.	The School Counseling Program at the University of San Francisco has a focus in training school counseling candidates to work in diverse urban settings. This is accomplished through course work and fieldwork experiences. It is required that all candidates in the program pursue their practicum/fieldwork in public schools that serve children and adolescents of diverse ethnic and cultural backgrounds. Congruent with our curriculum and training for diversity and social justice, our candidates are engaged in cross cultural work on a weekly basis. To demonstrate cross cultural work/experience, candidates log their weekly hours devoted to cross cultural work. In addition, they log the amount of weekly hours counseling pupils of race/ethnicity different from the candidate's background. During their fieldwork courses, candidates also discuss issues pertaining cross cultural counseling and diversity in their schools. As candidates provide counseling to diverse populations they further elaborate on themes of diversity in their course work at USF.	**Fieldwork Requirements** **Fieldwork Weekly Log Sheet** **Link to Standard # 3**
The candidate's total field experience includes the following: **1. A minimum of six hundred (600) clock hours in public school settings at two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours at each level. Two hundred (200) of the six hundred (600) clock hours may be completed in settings other than public schools. At least four hundred (400) clock hours must be completed and supervised in**	Aligned with the PPS CTC credential requirements, our program requires that candidates complete a minimum of 600 hours in public school settings in two of three school levels (elementary, middle, and/or high school). In congruency with the PPS CTC standards, our program requires candidates to complete the following fieldwork requirements: (1) Of the 600 hours of fieldwork, 400 hours must be experienced with K-12 students in public schools under the supervision of a counselor/practitioner who holds a valid PPS credential. (2) Fieldwork hours must be gained in two of three school levels (elementary, middle, or high school) and shall include a minimum of 200 hours at each of the two selected levels. (3) Of the 600 hours of fieldwork, 200 hours may be completed in settings other than public schools that serve the counseling needs of youth, and candidates must receive supervision from an experienced practitioner appropriate for the setting.	**Fieldwork Requirements**

public school settings with k-12 pupils.		
2. An average of one (1) hour of individual or one-and-one-half (1.5) hours of small group (limit 4 interns per group) supervision per week provided throughout the field experience, usually performed by the on-site supervisor IS SUGGESTED, NOT REQUIRED.	In the USF School Counseling program, candidates receive one hour of weekly supervision provided by the on-site supervisor as outlined in the School Counseling Fieldwork Requirements in the USF Fieldwork Placement Manual. Candidates are required to document their field experience progress weekly, including the hours devoted to supervision at their school site. On-site supervisors sign a School Site Agreement Contract in which they commit time to supervise the USF candidate in training. The USF fieldwork instructor (i.e., University Faculty Supervisor) maintains close communication with on-site supervisors.	**Fieldwork Supervision Fieldwork Weekly Log Sheet** **School Site Agreement Contract (Appendix G)** **Fieldwork Themes (Supervisor Contact)**
3. An average of one-and-one-half (1.5) hours per week of group supervision provided on a regular schedule throughout the field experience, usually performed by a program faculty member IS SUGGESTED, NOT REQUIRED.	In School Counseling Program at USF, candidates receive group supervision provided by a University Fieldwork Supervisor as outlined in the School Counseling Fieldwork Requirements in the USF Fieldwork Placement Manual. University faculty supervisors meet with candidates for one hundred and ten hours (110) during their practicum and fieldwork courses: a) 12 hours of fieldwork practicum supervision during one Fall semester; b) 24 hours of fieldwork traineeship supervision during two Spring semesters and one Fall semester; c) 25 hours of fieldwork supervision during the Summer semester]. In addition to supervision, Fieldwork Practicum and PPS Traineeship Course meetings incorporate a didactic component where candidates learn about key components of the school counselor roles/work in schools (e.g., socialization into the profession standards, ethical practice consultation and information, academic/career counseling, counseling skills, program design and delivery, etc.). Additionally, candidates submit to their USF faculty supervisors journal entries and progress reports about their work in school sites. This practice affords USF faculty supervisors the opportunity to follow closely and provide feedback about the candidates' performance at their practicum and fieldwork.	**Fieldwork Requirements** **USF Field Work Course Syllabi: CPSY 619** **CPSY 620/602 – PPS Traineeship/ Internship I** **CPSY 621/603 – PPS Traineeship/ Internship II** **CPSY 622/604 – PPS Traineeship/ Internship III** **CPSY 623/605 – PPS Traineeship/ Internship IV** **CPSY 621/603, 622/604, 623/605 Fieldwork Themes** **CPSY 619 Reflective Journal** **CPSY 621/603 Counseling Process Notes**
4 . The opportunity for the candidate to gain supervised	The USF School Counseling Program offers candidates the opportunity to obtain an understanding and use of a variety of school resources to best support their pupils and foster academic and socio-emotional success. Candidates acquire this knowledge through their	**USF Field Work Course Syllabi: CPSY 619**

experience in the understanding and use of a variety of school resources, including: data and information systems on student learning and achievement; career development materials; information on colleges and universities; the use of school technologies for information access, teaching and learning; tests and measures used in assessing student learning and achievement; and information on school and district policies and practices.	work in practicum and fieldwork courses. As stated in the learning objectives in the CPSY 619 (Fieldwork Practicum), at the end of their practicum experiences, candidates: ▪ Become familiar with school and community resources benefiting students, families, and schools ▪ Become familiar with common education jargon and policy; ▪ Become familiar with model counseling department calendar / year-round duties; ▪ Become familiar with college exploration and application timelines (for 9th – 12th graders) In addition, in the PPS Traineeship courses (i.e., CPSY 620, CPSY 621, CPSY 622, CPSY 623) candidates receive instruction and support about school resources and policies associated with pupils' academic performance and engagement, as well as college access requirements and resources (i.e., fieldwork themes). Candidates are also required to document their weekly engagement in academic/career individual and group counseling. In addition, during their second year in the program, candidates are required to deliver and evaluate a standardized career development intervention (Make it Happen Curriculum) in their PPS Traineeship Courses III and IV. Through this program, candidates further develop knowledge and skills using educational and career/college counseling resources in the work with their pupils. At the end of their fieldwork experiences, candidates submit School Counseling Competency Attestation Sheets where they demonstrate their experiences providing academic and career counseling, which may include the use of technology and data to assess student learning and achievement; use of technology for career/college counseling. Specifically, candidates are expected to complete *The School Counseling Competency Attestations Sheets* that document how each candidate meets the competency and training requirements. Candidates must verify all hours in meeting competencies by signatures from the candidate's on-site supervisor or instructor. Each candidate must demonstrate knowledge and skills in 12 areas, which include assessment, career and college counseling, leadership, collaboration and coordination of pupil support services, and learning and instruction. Each candidate must document 4 examples of activities that satisfy each competency (3 examples must come from the site, 1 example can come from an academic course). The university fieldwork supervisor must verify and sign that candidates have met the competencies. These competencies are also supported in the candidate's course work through practical assignments (e.g., see our response to standards 4, 10, 11, 20, and 15)	**CPSY 620/602 – PPS Traineeship/ Internship I** **CPSY 621/603 – PPS Traineeship/ Internship II** **CPSY 622/604 – PPS Traineeship/ Internship III** **CPSY 623/605 – PPS Traineeship/ Internship IV** **Make it Happen Curriculum** **Weekly Log Sheets** **Competencies Attestation Sheets**
5. A planning document for field experience is prepared and agreed upon by the field supervisor(s) and program faculty serving as fieldwork course instructors. The plan includes the competencies candidates are expected to develop, the experiences used to attain competencies, and a plan for	The USF Fieldwork Placement Manual operates as the field work guiding document to provide the framework within which candidates, on-site and university supervisors develop a plan and attain candidate's competencies. At the beginning of each practicum/fieldwork experience, candidates submit to their university faculty supervisor a School Site Agreement Contract signed by the candidate and the on-site supervisor. In this contract, candidate and on-site supervisor agree to engage in supervision in accordance to USF requirements (e.g., weekly, etc.). In addition, on-site supervisors and candidate review the Fieldwork Expectations Form. To ensure that candidates have an individualized training plan, at the beginning of their practicum/fieldwork classes, they are required to submit fieldwork learning goals that are congruent with expected school counseling competencies in the areas of assessment; personal and social counseling; cross cultural counseling; group counseling; child and adolescent development; academic and career counseling; consultation with parents and teachers; legal aspects and professional ethics; learning and instruction; prevention and early intervention strategies; leadership, collaboration, coordination of pupil support systems; and research and program evaluation. This plan is revised and approved by the fieldwork instructor, who also assists the candidate in planning and discussing with the on-site	**Fieldwork Supervisor** **Fieldwork Manual (Appendix G)** **CPSY 619 Fieldwork/ Practicum Learning Goals** **Documenting Competencies** **University Expectations for Fieldwork Practicum**

determining competency attainment. The plan also delineates the responsibilities of both program faculty and school counseling supervisors. The plan is completed early in the field experience and periodically reviewed and revised.	supervisor training plans for the semester. At the end of each semester, the candidate performance in school counseling training and competencies is reviewed by the on-site supervisor. S/he submits written feedback to which both university faculty supervisor and candidate offer comments. These documents inform the training plan and goals for the subsequent semester.	**Final Fieldwork Evaluation (Appendix H)**
Standard 32: Determination of Candidate Competence		
Prior to recommending candidates for a School Counseling Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard.	The University of San Francisco, Counseling Psychology Department offers a 48-unit program in School Counseling for graduate students who wish to pursue a career counseling children and adolescents in K-12 public schools. USF students are eligible to receive a California Pupil Personnel Services Credential in School Counseling upon completing coursework and fieldwork requirements. The program is fully accredited by the Western Association of Schools and Colleges (WASC) and meets all preconditions, standards, and requirements of the California State Commission on Teacher Credentialing (CTC). Candidates enrolled in the School Counseling Program must demonstrate knowledge and skill through course work and field practice in the following areas: assessment, personal and social counseling, cross cultural counseling, group counseling, child and adolescent development, academic and career counseling, consultation with parents and teachers, legal aspects and professional ethics, learning and instruction, prevention and early intervention strategies, leadership, collaboration, coordination of pupil support systems, and research and program evaluation. Before they enter the program, every single candidate is assigned to an Academic Advisor and to a Fieldwork Instructor. These two individuals are both faculty members at USF and are responsible for making sure that the candidate has satisfied each professional standard. The Advisor meets with the candidate at least once a semester and the Fieldwork Instructor meetings every other week with the candidate. Throughout their time in the program, candidates provide evidence of each of the professional standards using examples from coursework, projects, and counseling experience at their school sites. The CTC requires that candidates complete a minimum of six hundred (600) hours of supervised field practice performing the functions of school counselors in a K-12 public school setting. Field experience begins after successful completion of Fieldwork Practicum and three foundation courses. The field experience provides the opportunity for candidates to learn and practice the functions of school counselors in school counseling and guidance domains, under supervision. The program requires candidates to complete the following fieldwork requirements: (A) Of the 600 hours of fieldwork, 400 hours must be experienced with K-12 students in public schools under the supervision of a counselor/practitioner who holds a valid PPS credential, (B) Fieldwork hours must be gained in two of three school levels (elementary, middle, or high school) and shall include a minimum of 200 hours at each of the two selected levels, (C) Of the 600 hours of fieldwork, 200 hours may be completed in settings other than public schools that serve the counseling needs of youth, and candidates must receive supervision from an experienced practitioner appropriate for the setting, (D) At least 150 hours of fieldwork shall be devoted to issues of diversity, and candidates can gain the experience through either a) 100 hours experience in a diversity program or with the development and implementation of a program that addresses diversity issues and 50 hours counseling at least ten pupils (individually and/or in a group) of a racial and ethnic	**Competency Attestation Sheet** **Curriculum Map** **Fieldwork Manual** **Final Fieldwork Evaluation Form** **Recommendation for PPS Credential** **SCP Info Booklet**

	background different from that of the candidate; or b) all 150 hours counseling pupils of a racial and ethnic background different from that of the candidate, (E) Candidates receive and must attend one hour of individual or one-and-one-half hours of small group (limit 4 interns per group) supervision per week provided by a counselor/practitioner who holds a valid PPS credential, and (F) Candidates receive and must attend three hours of group supervision provided in the fieldwork courses throughout the field experience and performed by University fieldwork instructors. Throughout their fieldwork experience, candidates discuss their work with peers, Mentor Counselors (on site), Fieldwork Instructors, faculty, and their Advisor. The curriculum and this field experience is centered on the development of their competencies and how they meet each of the professional standards. In the public schools, an experienced school practitioner holding a valid PPS credential for at least two years must supervise candidates. The program prefers that the supervisor have a PPS Credential as a School Counselor to provide professional mentorship to students. However, school practitioners with a PPS Credential as a School Psychologist or School Social Worker may serve as school site supervisors. Each candidate develops an individualized plan for field experience, with the assistance of the University fieldwork instructor, who integrates the fieldwork requirements and competency expectations into field practice for meeting school counseling generic and specialization standards. The plan is developed by the end of the first semester and includes the competencies candidates are expected to develop, and the experiences they will use to attain competencies. The plan will have periodic review each semester in the fieldwork classes.	
This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor.	Candidates in the PPS traineeship or internship are required to fully document their field experience. During the fieldwork practicum class, candidates receive the Fieldwork Placement Manual and the necessary paperwork to complete during the field practice. Candidates are expected to complete a Portfolio by the end of each semester, which documents all counseling activities and competencies. Documents include the placement agreement, consent forms, methods for recording counseling notes and group notes, a weekly log sheet, supervisor evaluation forms, and counseling competency sheets. In addition, PPS Interns must include copies of the Mentor Counselor Support Agreement and Verification of Eligibility for Internship Credential in the Portfolio. Candidates are expected to give the Fieldwork Placement Manual to their site supervisors upon entering their placement in schools or in community agencies. It is the candidate's responsibility to ensure that the Mentor Counselor completes all necessary paper work beginning with the School Site Agreement Contract and ending with the Final Fieldwork Evaluation form. District on-site supervisor/mentor counselors must meet the following requirements and responsibilities: must hold the appropriate Pupil Personnel Services Credential for at least two years, must provide a variety of relevant activities that involve the USF Trainee or Intern in the acquisition of guidance and counseling skills, must provide supervision for a trainee or intern: one hour per week for individual supervision, or 1.5 hours per week for group supervision, will ensure that the trainee or intern has at least 8-12 individual students to provide some form of counseling during the placement period, will monitor required competencies and will certify that the trainee or intern has adequately met them by signing the weekly log sheet upon completion of the fieldwork activities, will speak directly to the University fieldwork supervisor each semester to review the progress of the trainee or intern, will notify the University fieldwork supervisor if the trainee or intern is not attending supervision meetings, is having difficulties, or is not coming to the agency on a regular basis, and will complete a written evaluation of the student's performance at the end of each semester. University Fieldwork Supervisors are responsible for: teaching fieldwork practicum, traineeship, and internship classes each semester, consulting with the trainee's/intern's District On-Site Supervisor/Mentor Counselor in order to monitor the progress of each	**Competency Attestation Sheet** **Curriculum Map** **Fieldwork Manual** **Final Fieldwork Evaluation Form** **Recommendation for PPS Credential** **SCP Info Booklet**

	student, consulting with the trainee's/intern's District On-Site Supervisor/Mentor Counselor in order to monitor the school's compliance with the terms of the fieldwork agreement, providing guidance and assistance to the candidate which will support a successful completion of the fieldwork requirements, providing additional activities in fieldwork classes to enhance the counseling competencies and professional skills of candidates, consulting with appropriate faculty regarding candidates meeting counseling competencies, as needed, reviewing progress of candidates in their placement with the program coordinator and faculty advisors, and evaluating the overall performance of candidates in the Traineeship or Internship and assigning the candidate a grade for the fieldwork courses. The USF School Counseling Program provides all candidates with both didactic and experiential learning. School counseling competencies that are aligned with coursework are practiced throughout field experience. All candidates must fulfill specific school counseling competencies, which are related to the CTC standards and courses taken in the program. These competencies give the School Counseling Program realistic and meaningful experiences for candidates to gain skills in school counseling areas. Candidates are expected to complete The School Counseling Competency Attestation Sheets that document how each candidate meets the competency requirements. Candidates must verify all hours in meeting competencies by signatures from the candidates' District On-Site Supervisor, a credentialed practitioner, who meets the criteria required by the University and cooperating public school districts. In addition, the University fieldwork supervisor must verify and sign that candidates have met the competency requirements. Starting with the Fieldwork Practicum and throughout the Traineeships or Internships, each USF candidate in Field Practice must demonstrate knowledge and skill in the following 12 areas: Assessment, Career and College Counseling, Child and Adolescent Development, Consulting with Parents and Teachers, Counseling Theory and Skills, Cross Cultural Counseling, Group Counseling, Law and Ethics for School Counselors, Leadership, collaboration, and coordination of pupil support systems, Learning and instruction, Prevention and early intervention strategies, and Research and Program Evaluation. Candidates receive examples of activities that can be performed in order to meet the required PPS competencies. These competencies must be fulfilled during the four semesters of fieldwork and six semesters of course work. In addition, the specific activities or skills to meet the competencies are developed and revised with ongoing input from the faculty, school-site supervisors, University fieldwork supervisors, and the candidates themselves. Each School Counseling Competency Attention Sheet verifies the candidate's completion of required competencies. To meet each competency, the candidate must demonstrate the ability to apply theoretical information and techniques taught in the core curriculum to practical, real-life situations at the school site. The candidate, the University fieldwork supervisor, and the school-site supervisor (Mentor Counselor) sign-off on each competency sheet. Along with the Competency Attestation Sheets, documentation provided by SCP candidates include the following: School site agreement contract, Fieldwork weekly log sheet, School counseling competency sheets, Counseling Consent and Release of Confidential Information (If applicable), Parent/Guardian Consent Letter, Weekly Journal Entries, Counseling Process Notes, Group Counseling Notes, Final Fieldwork Evaluation, and a Final Placement Evaluation.	

SYLLABI COURSE LIST

SCP Courses	Instructor
CPSY 606 - Cross Cultural Counseling (3 credits)	Elena Flores
CPSY 607 - Counseling Theory and Practice (3 credits)	Leyla Perez-Gualdron
CPSY 608 - Prevention and Intervention in Schools (3 credits)	Esther Cohen
CPSY 609 - Educational Psychology for Counselors (3 credits)	Yashica Crawford
CPSY 610 - Consulting with Parents and Teachers (3 credits)	Curtiss Sarikey
CPSY 611 - Problem-Solving Counseling (3 credits)	Esther Cohen
CPSY 612 - Developmental Counseling: Child and Adolescent (3 credits)	Leyla Perez-Gualdron
CPSY 613 - Group Counseling Skills (3 credits)	Patricia Cowick
CPSY 614 - Academic and Career Counseling (3 credits)	Leyla Perez-Gualdron
CPSY 615 - Assessment and the Counselor (3 credits)	Esther Cohen
CPSY 616 - Counselor as Researcher	Christine Yeh
CPSY 617 - Consulting with Schools (3 credits)	Curtiss Sarikey
CPSY 618 - Law and Ethics (3 credits)	Nancy Rosenbledt
CPSY 619 - Fieldwork Practicum (1 credit)	Claudia Aguilar
CPSY 620 & 602 - PPS Traineeship/Internship I (2 credits)	Cate Hanrahan
CPSY 621 & 603 - PPS Traineeship/Internship II (2 credits)	Nikki Gibbons
CPSY 622 & 604 - PPS Traineeship/Internship III (2 credits)	Nikki Gibbons
CPSY 623 & 605 - PPS Traineeship/Internship IV (2 credits)	Nikki Gibbons

USF School of Education
CPSY 606: CROSS CULTURAL COUNSELING
Instructor: Elena Flores

Class: CPY 702-606-01/02, Spring Semester 2011
Time: 5:00 – 9:45, Fridays; 12:00 – 4:45, Saturdays
Office Hours: Wednesday 1:30 – 3:30; Friday 3:00 - 5:00
Office Phone: 422-6901; email: florese@usfca.edu

Course Description: This course is designed to provide you with an understanding of multicultural issues in counseling with diverse ethnic groups, cultures, and social classes in American society. The course will focus on developing cultural sensitivity to one's own cultural value orientation and the values and beliefs of diverse groups in cross-cultural counseling settings; on increasing awareness of the effects that culture, race, ethnicity, class, gender, and sexual orientation have on human development and the counseling process; and on learning effective counseling strategies and generic counseling approaches that accommodate a diversity of cultures. The course will include lectures, discussions, group presentations, and videos/films upon availability.

Objectives:

1. To increase awareness of the effects that culture, race, ethnicity, class, gender, and sexual orientation have on the performance of youth in schools.
2. To increase understanding of cultural values and beliefs among dominant ethnic and racial groups in the U.S. and diversity within each group.
3. To increase understanding of socio-cultural issues that influence cross-cultural interactions in the school environment.
4. To promote ethnic and cultural identity development and a healthy climate that respects diversity throughout the school.
5. To increase knowledge and skills in providing culturally appropriate counseling to support the personal and academic success of diverse youth.
6. To understand how your cultural background and worldview influence the counseling process with children and youth in schools.

Required Book: Gibbs, J. T., Huang, L. N. and Associates. (2003*). Children of Color: Psychological Interventions with Culturally Diverse Youth*. San Francisco: Jossey-Bass Publ.

Required Reading: Cross Cultural Counseling Reader

Students are linked to the course online through Blackboard and are required to access the articles that compose the reader. The course site has other reading materials and resources for the course, and allows the instructor and students to post other relevant information, as well as communicate with the class via email. If you have difficulties using Blackboard use the help information that appears on the login page or you can either contact the ITS help desk at 422-6668 or go to blackboard@usfca.edu for assistance and information.

Optional Reading: Lindsey, R. B., Robins, K. N., & Lindsey, D. B. (2002). Chapter 8: *The Counselor as a Member of a Culturally Proficient School Leadership Team*; and Behring, S. T. Chapter 9: *School Counseling in the Twenty-First Century: A Systemic Multicultural Approach*. In. C. D. Johnson & S.K. Johnson (Eds.). *Building Stronger School Counseling Programs: Bringing Futuristic Approaches into the Present*. Greensboro, NC: American School Counselor Association, CAPS Publication.

Vera E. M. & Speight, S. L. (2003). Multicultural Competence, Social Justice, and Counseling Psychology: Expanding our Roles. *The Counseling Psychologist*, Vol. 31(3), 253-272.

Ginwright, S. and Cammarota, J. (2002). New Terrain in Youth Development: The Promise of a Social Justice Approach. *Social Justice*, 29, pgs. 82-95.

Friere, P. (1970). *Pedagogy of the Oppressed*. New York: Seabury Press.

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, Aisha, M. B., Nadal, K. L. & Esquilin, M. (2007). Racial Microaggressions in Everyday Life: Implications for Clinical Practice. *American Psychologist*, 62(4), 271-285.

Steele, C. M. (1997). A Threat in the Air: How Stereotypes Shape Intellectual Identity and Performance. *American Psychologist*, 52(6), 613-629.

Charles, C. Z., Roscigno, V. J., & Torres, K. C. (2007). Racial inequality and college attendance: The mediating role of parental investments. *Social Science Research*, 36, 329-352.

La Fromboise, Coleman, H. L. K., & Gerton, J. (1993). Psychological Impact of Biculturalism: Evidence and Theory. *Psychological Bulletin*, 114(3), pgs. 395-412.

Bemak, F. & Chi-Ying Chung. (2003). Chapter 5: Multicultural Counseling with Immigrant Students in Schools.

Course Requirements:

1. Students are expected to attend class regularly. The instructor must be notified in advance if you cannot attend class. A student's final grade will be affected negatively by unexcused absences. Students are expected to follow the attendance policy of the program. Make up assignments will be expected when class is missed.

2. Students are expected to complete all reading and writing assignments and demonstrate an understanding of course materials through active participation and contribution to class discussion.

3. It is also expected that students will participate in the class with

personal integrity, an openness to share your experience, a commitment to learn from others, and compassion and sensitivity for learning about diverse life experiences and cultures.

4. Students are expected to complete a personal reflection paper concerning cultural values and cultural identity. This will be a 5-page narrative responding to questions in the personal reflection handout and due on March 11/12.

5. Group presentation: Students will be organized into small groups and assigned to a topic in the class. Based on the reading assignments and other relevant literature students will present the material to the class and lead class discussions. A written outline of the presentation is required for the class. Utilize power point, videos, handouts, exercises, and any other modality to present the material and engage the class, be as creative as you like. Refer to specific group presentation guidelines on what to cover for the specific topics. Each group presents on the dated noted in the syllabus.

6. Multicultural Youth Case Study. This final paper is required and due on the last class session. The paper must be typed, well written, and 8 to 10 pages in length. No late papers will be accepted unless prior arrangements have been made with me before the due date. A late paper may affect the final grade. (See handout for instructions and guidelines for final paper.)

Course Grading: A student's performance and final grade for this course will be determined according to the following criteria and distribution:

Attendance, participation in exercises, class and group discussions	25%
Reflection paper	15%
Group presentation	30%
Final paper	30%

Course Schedule: Topics and readings. (Subject to slight changes.)

Jan. 28/29 **Introduction: Multicultural Counseling Dimensions**
Multicultural Counseling Competencies
Barriers to Effective Multicultural Counseling
Dimensions of Worldviews: Individualism/Collectivism

Sue, D. W. & Sue, D. (2008). Chapter 2: The Superordinate Nature of Multicultural Counseling/Therapy; and Chapter 8: Multicultural Family Counseling and Therapy. *Counseling the Culturally Diverse*, New York: John Wiley & Sons.

Feb. 11/12 **Sociopolitical Issues: oppression, racism, prejudices**
Educational barriers to learning: institutional, systemic
Educational achievement gap
Interethnic and intercultural conflicts

Nieto, S. (2004). Chapter 3: Racism, Discrimination, and Expectations of Students' Achievement. *Affirming Diversity: The Sociopolitical Context of Multicultural Education.* Boston: Pearson Education, Inc.

Noguera, P. (2003). Chapter 3: The Role of Schools in Reducing Racial Inequality: Closing the Achievement Gap. Chapter 4: Unequal Opportunities: Closing the Achievement Gap in Berkeley. *City Schools and the American Dream: Reclaiming the Promise of Public Education*. New York: Teachers College Press.

Pollock, M. (2004). Introduction and We Don't Belong to Simple Race Groups, but We Do. *Colormute: Race Talk Dilemmas in an American School*. Princeton: NY, Princeton University Press.

Liu, W. M., Fridman, A., & Hall, T. E. T. (2008). Social Class in School Counseling. In H. L. K. Coleman & C. Yeh, *Handbook of School Counseling*, New York: Lawrence Erlbaum Assoc.

Feb. 25/26 **Racial and Cultural Identity Models**
White Identity Models
Biracial Identity Issues

Sue, D. W. & Sue, D. (2008). Chapter 10: Racial/Cultural Identity Development in People of Color: Therapeutic Implications; Sue & Sue, Chapter 11: White Racial Identity Development: Therapeutic Implications. *Counseling the Culturally Diverse*, New York: John Wiley & Sons.

Gibbs, J. T. (1998). Biracial Adolescents.

Holcomb-McCoy, C. (2005). Ethnic Identity Development in Early Adolescence: Implications and Recommendations for Middle School Counselors. *Professional School Counseling*, 9(2), 120-127.

Perry, P. (2001). White Means Never Having to Say You're Ethnic: White Youth and the Construction of "Cultureless" Identities. *Journal of Contemporary Ethnography*, 30, 56-91.

March 11/12 **Immigration experience and immigrant youth**
Acculturation models – intergenerational conflicts
Bilingual Education – English language learners

Nieto, S. (2004). Chapter 6: Linguistic Diversity in U.S. Classrooms. *Affirming Diversity: The Sociopolitical Context of Multicultural Education.* Boston: Pearson Education, Inc.

Lee, S. J. & Cort, K. A. (2008). Immigrant Children and Youth in Schools. In H. L. K. Coleman & C. Yeh, *Handbook of School Counseling*, New York: Lawrence Erlbaum Assoc.

Suarez-Orozco, C. Chapter 7: Identities Under Siege: Immigration Stress and Social Mirroring Among the Children of Immigrants.

Suarez-Orozco, C., Rhodes, J., & Milburn, M. (2009). Unraveling the Immigrant Paradox: Engagement and Disengagement Among Recently Arrived Immigrant Youth. *Youth & Society*, 41, 151-185.

Personal Reflection Paper Due.

March 25/26 **Counseling Native Americans**
Counseling Latinos
Cultural values, family relationships, parenting practices, Communication styles, effective counseling approaches

Children of Color Book: LaFromboise, T. D. & Dizon, M. R. (2003). American Indian Children and Adolescents.

Children of Color Book: Organista, K. C. (2003). Mexican American Children and Adolescents.

Carlip, H. (1995). Chapter 6: Native American Girls. *Girl Power: Young women speak out!* New York: Warner Books.

Gandara, P. (December 2005). *Fragile Futures: Risk and Vulnerability Among Latino High Achievers.* Educational Testing Service, Policy Information Report, Princeton, N.Y.

Valenzuela, A. (1999). *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*. Introduction. Albany: State University of New York Press.

April 8/9 **Counseling African Americans**
Counseling Asian Americans
Cultural values, family relationships, parenting practices, Communication styles, effective counseling approaches

Children of Color Book: Gibbs, J. T. (2003). African American Children and Adolescents.

Ferguson, A. A. (2001). Chapter four: naughty by nature. *Bad Boys: Public Schools in the Making of Black Masculinity*. Ann Arbor, MI: University of Michigan Press.

Children of Color Book: Nahme Huang, L., Ying, Yu-Wen, & Arganza, G. F. (2003). Chinese American Children and Adolescents.

Children of Color Book: Ida, D. J. & Yang, P. (2003). Southeast Asian Children and Adolescents.

Lee, S. J. (2005). Chapter 3: "Traditional" and "Americanized" Hmong Students. *Up Against Whiteness: Race, School, and Immigrant Youth.* Columbia University, New York: Teachers College Press.

April 29/30 **Gender Differences and Gender issues in Counseling**
Gender stereotyping

Taylor. J. M., Gilligan, C., & Sullivan, A. M. (1995). Chapter 2: Girls, Risk, and Resilience. *Between Voice and Silence: Women and Girls, Race and Relationship*. Cambridge, Mass: Harvard University Press.

Pipher, M. (1994). Chapter 3: Developmental Issues- "I'm not Waving, I'm Drowning". *Reviving Ophelia: Saving the Selves of Adolescent Girls*. New York: Ballantine Books.

Girls in the Middle: Working to Succeed in School. Chapter 2: How Girls Negotiate School. American Association of University Women Educational Foundation, Research for Action, 1996.

Kindlon, D. & Thompson, M. (2000). Chapter 1: The Road Not Taken: Turning Boys Away From Their Inner Life, Chapter 2: Thorns Among Roses: The Struggle of Young Boys in Early Education. *Raising Cain: Protecting The Emotional Life of Boys*. New York: Ballantine Books.

Pollack, W. S. (2000). Chapter 2: Taking Off The Gender Straitjacket, Chapter 3: The Mask of Masculinity and the Double Life: Suppression and Bravado, Chapter 4: The Angst of Becoming a Man: Coming of Age, Chapter 23: Overcoming Hatred, Racism, and Poverty: Justice and Action Talk. *Real Boys' Voices*. New York: Penguin Books.

Counseling Gay, Lesbian, Transgender Youth

Ryan, C. & Futterman, D. (1998). Chapter 2: Lesbian and Gay Adolescents – Identity Development, Chapter 3: Experiences, Vulnerabilities, and Risks. *Lesbian & Gay Youth: Care & Counseling.* New York: Columbia University Press.

Birkett, M., Espelage, D. L., & Koenig, B. (2009). LGB and Questioning Students in Schools: The Moderating Effects of Homophobic Bullying and School Climate on Negative Outcomes. *Journal of Youth and Adolescence*, 38, 989-1000.

Semino, S. J. (2008). Understanding and Implementing Gay, Lesbian, Bisexual, Transgender, Questioning Affirmative Practices as School Counselors. In H. L. K. Coleman & C. Yeh, *Handbook of School Counseling*, New York: Lawrence Erlbaum Assoc.

May 6/7 **Counseling Children & Adolescents with Disabilities**
Cultural differences and atypical development
Promoting diversity and inclusiveness in schools

Anctil, T M. & Bauman, S. S. M. (2008). Disability in the Schools. In H. L. K. Coleman & C. Yeh, *Handbook of School Counseling*, New York: Lawrence Erlbaum Assoc.

Boscardin, M. L., Brown-Chidsey, R., & Gonzalez-Martinez, J. C. (2003). Counseling Approaches to Working with Students with Disabilities from Diverse Backgrounds.

Ralston, J. (March 2001). Could Your Child Have a Learning Disability? Family Life.

Sileo, T. W., Sileo A. P., & Prater, M. A. (1996). Parent and Professional Partnerships in Special Education: Multicultural Considerations. *Intervention in School and Clinic*, 31(3), 145-153.

Association for Multicultural Counseling and Development, Operationalization of the Multicultural Counseling Competencies. January 1996.

Final Paper Due.

Pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, students with disabilities who will need reasonable accommodations for this course should contact Disability Related Services (415) 422-2613 within the first two weeks of this course.

University of San Francisco
School of Education
CPSY607: Counseling Theory and Practice
Fridays 5:00-9:45 PM
Location: ED 308

Instructor: Dr. Leyla Pérez-Gualdrón
E-mail: lperezgualdron@usfca.edu
Phone: 415-422-2456 (I prefer to be contacted by e-mail)
Office: ED 023 (at the Counseling Psychology Department Suite; ED 015)
Office Hours: Monday 2-4 and/or by appointment

Course Description: This course provides an overview of the major theories of counseling particularly multicultural, psychodynamic, behavioral, and humanistic theoretical orientations. There is special attention to intentional interviewing skills for work with school-age children and youth. Emphasis will be placed on approaches and skills that are integral to contemporary, multicultural, urban, and low-income school settings. Ecological, developmental, and systemic foundations of counseling will be highlighted. Culturally adaptive counseling skills will be explored. You will also learn to develop a school-based intervention using techniques and theories from class and the readings. In this course, we believe in alternative and multiple perspectives concerning the nature of self and social interaction. I encourage you to generate your own construction of the counseling process. At the same time, I ask you to respect and seek to understand the constructions and worldviews of students who are different from you.

Teaching method: This course will incorporate theory with practice and its application to school settings using lecture, small group discussions, experiential exercises, and videos.

Objectives:
- To understand the major theories in counseling and their origins.
- To explore and understand how your own cultural background and worldview influence the counseling dynamic and your role as a counselor
- To identify, develop and apply basic counseling skills (e.g., questioning, encouraging, paraphrasing, and summarizing);
- To understand the impact of the counselor-client relationship;
- To develop culturally sensitive interviewing and counseling skills for individuals of culturally diverse backgrounds (i.e., race, ethnicity, social class, religion, disability, sexual orientation, etc.) and
- To learn how to select various skills and techniques from different theoretical orientations to accommodate student needs and concerns.

Course Requirements:
Class participation. Although some students may not be used to participating in class on an active basis, comments, questions, and participation are expected in EACH class as a part of your professional development. If you need assistance with this, please see me.

Professional behavior is expected at all times in the classroom. Respectful and sensitive

conversation, showing up on time to class and respect for confidentiality.
Cellphones, computers, and/or other electronic devices should not be used in class.

Counseling skills practice. In each class, you will learn basic counseling skills (e.g., paraphrasing, open questions, establishing rapport, etc.) to use in a school setting with children, youth, and their families. Students will be divided into groups of three using the Triad Model by Ivey and Ivey 2005, having one counselor, one observer, and one client in each group.

Students will be asked to complete the Fictional Client form to use in practice sessions. Each week we will practice new counseling skills in mock sessions. Observers will be provided with evaluation forms and will provide feedback (along with the Instructor) to the counselor and client. Counseling skills presented reflect a multicultural, school-based, and short-term model. Additional handouts may be provided describing the techniques presented.

Critical Case Analysis papers. Completion of three, 5 page papers (double-spaced) that offer a critical and in-depth analysis of case vignettes supplied by the instructor. In your paper, analyze the case using specific aspects of the theories and/or techniques in your readings and in class lectures. For example, you are expected to interpret the behavior and underlying issues of the student in the vignette using terms and theories you are learning in the readings and class. Do not spend time defining or summarizing the theories but you must identify the specific terms/theory in your paper (e.g., Reaction Formation, Systematic desensitization, etc.). Please also discuss these theories (and related techniques) in terms of how you will use them in your school counseling practice with students (e.g., the Empty Chair, technique in Gestalt approaches). Please discuss possible strengTHS and weaknesses of the theories applied. Your paper must also include an analysis about how these theories *relate* or contrast to your cultural background and worldview. Papers are graded based on your demonstrated in-depth understanding of the theories through the case analysis (as well as strengTHS and weaknesses and cultural issues), quality of writing, and attention to worldview and cultural background. More specific information will be handed out in class. Please submit each paper by the *beginning* of class (*due dates*: **09/09**, **10/14**, **11/04**).

Final paper and presentation. For the final paper and presentation, you will work in groups of 2-4 people to develop a school-based intervention or program with a particular population (for example, recent immigrants from Tonga, African American children, etc.) or student issue (for example, racism, violence, substance use, career development, etc.). The intervention/program should incorporate ideas from at least two (2) of the counseling theories discussed and integrate the knowledge, skills, and personal awareness you have developed over the course. Details on the requirements for the paper and presentation will be provided in a separate handout on September 23rd. As a group you will need to submit a half page proposal for your final project on November 4th. Class time will be reserved to work on the projects and to meet with the Professor for guidance and feedback. The final paper is due on December 4th.

Breakdown of Evaluation:

1. Reaction papers (3 total, 15 points each) 45% of final grade
2. Class participation 15% of final grade
3. Practicing counseling skills 10% of final grade

4. Final paper and presentation 30% of final grade

Grading scale:

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

Students with Disabilities
Pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, students with disabilities who need reasonable accommodations for this course should contact Disability Related Services (415-422-2613, v/tdd) within the first two weeks of this course. Students with learning disabilities may contact Learning Disability Services (415-422-6876). You may also contact me directly if you have any concerns or specific considerations you would like to discuss.

Required Reading
Corey, G. (2009). *Theory and practice of counseling and psychotherapy*. Belmont, CA: Brooks/Cole.

Gallardo, M. E., Yeh, C. J., Trimble, J. E., Parham, T. A. (Eds.). (2011). *Culturally adaptive counseling skills: Demonstrations of evidence-based practices.* Thousand Oaks: CA: Sage.

Course Schedule and Readings

Class 1 – August 20th Overview of the course
Fictional Client form

Class 2 – August 26th

- Ethical issues; Psychoanalytic Therapy; Adlerian Therapy
- Worldview and understanding yourself as a counselor
- The Skills Identification Stage Model in Context (SISM)

(Skim Corey chapters 1, 2, & 3)
Read Corey chapters 4 & 5; Gallardo et al. chapter 1.
Due: Fictional Client form

Class 3 – September 9th

- Existential Therapy; Person-Centered Therapy

Read Corey chapters 6 & 7
In class: Jigsaw reading assignment # 1
Due: Critical Case Analysis Paper 1

Class 4 – September 23th

- Gestalt Therapy; Behavior Therapy
- Applying the SISM model: African-centered and Latina/o

Read Corey chapters 8 & 9; Jigsaw assigned readings: Gallardo et al. chapters 2, 3, 5, 6

Class 5 – October 14th

- Cognitive Behavior Therapy; Reality Therapy

Read Corey chapters 10 & 11

In class: Jigsaw reading assignment # 2

Due: Critical Case Analysis Paper 2

Class 6 – October 28th

- Feminist Therapy, Postmodern Approaches
- Applying the SISM model: Asian American, Pacific Islanders

Read Corey chapters 12 & 13; Gallardo et al. chapters 8, 10

Feminist vs. Postmodern in class debate

Class 7 – November 4th

- Family and Community Systems
- North American Indian and Alaska Native communities

Read Corey chapter 14; Gallardo et al. chapters 11, 13

Due: Critical Case Analysis Paper 3

Half page group final project proposal

Class 8 – November 18th

- Counseling Skills
- Discussing your own theoretical orientation
- Middle Eastern Americans

Read Gallardo et al. chapter 14, 15, 17

In-class time to work on final project

Class 9 – December 2nd **Final Presentations & Papers Due**

- Course Reflections and wrap up
- Course and self-evaluations

Extensions and Incompletes

In this class, there are **no** extensions or incompletes provided unless there is a very serious medical or personal emergency. Grades will reflect the work submitted.

School Counseling Program Attendance Policy

Students who miss 3 or more class sessions (10 hours or more) will receive an "F" and must retake the course. Students who miss 2 class sessions will receive a maximum grade of B-. Consistently ***coming late or leaving early to class counts towards an absence.*** Assignments for missed classes are at the discretion of the Instructor but do not change the above grading policy.

Academic Honor Code

As a Jesuit institution committed to cura personalis- the care and education of the whole person- USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code.

Course Syllabus

CPSY 608: Prevention and Intervention in Schools

Spring 2010

Instructor: Esther A Cohen, Ph.D.
Phone (510) 864-3503, (510) 865-5776
E-mail: cohenes@aol.com

Texts:

Capuzzi, D. & Gross, D.R. (2008). Youth at risk: Resource for counselors, teachers, and parents. 5th edition. American Counseling Association, VA.

Krovetz, M.L. (2008). Fostering resilience: Expecting all students to use their minds and hearts well. 2nd Edition. Corwin Press, CA.

Course Objectives:

1. To understand the difference between universal (primary), selective (secondary), and targeted (tertiary) levels of prevention interventions.
2. To identify parenting styles, parent child relationships, family systems and other factors within the home that contribute to positive development and resilience in children
3. To review effective early intervention programs
4. To explore how parents and schools can form partnerships to better serve the needs of children
5. To explore community supports, effective community programs, and ways of facilitating the engagement of families and students in community programs
6. To review effective programs for building competencies in children that promote resilience and facilitate coping, academic success and social-emotional health.
7. To identify youth at risk and effective interventions for addressing their challenges.
8. To identify services at the tertiary level of prevention in schools

Course Requirements:

1, Attend and participate in all class meetings
2. Special topics assignment: Complete and present a summary of one assigned reading and a list of resources related to that topic.
3. Complete weekly take home quizzes on readings and class material
4. Program Evaluation Assignment: Complete an evaluation of a school according to the criteria specified in handout and the Krovetz text
5. Presentation of Program Evaluation findings

Course Schedule:

Articles are assigned periodically to supplement the text.
The Krovetz text should be completed in order to do the program evaluation project. A suggested reading schedule is included for that text.

January 28	**Overview- Prevention and Resilience** **What is the goal of prevention? What is resilience? What are the characteristics of the healthy, resilient child? How is resilience achieved?**
Readings:	**C&G- Ch 1, 2, 3** **Krovetz Ch 1&2**
February 11	**Individual, Family, and Community Influences** **Types of family structures, parenting styles, temperament, characteristics of healthy families, the value of early intervention**
Readings:	**C&G- Ch 4, 5, 7** **Dweck Article** **Krovetz, Ch 3, 4, 5**
February 25	**Individual, Family, and Community Influences (con't)** **Characteristics of Effective Prevention Programs** **Examples of early intervention programs**
Readings:	**C&G, Ch 8, 13, 16** **Nation et al article** **Krovetz Ch 6, 7**
March 11	**Prevention in Schools** **Characteristics of Schools That Foster Resilience** **Social Competence, Peer Acceptance, Anger Management, Bullying and Violence Prevention Programs**
Readings:	**C&G- Ch 12, 14** **Guindon et al article**

March 25	**Academic Interventions/Special Education** **Truancy/School Drop Out**
Readings:	**C&G, Ch 17** **Fuchs & Fuchs RTI article**
April 8	**Prevention of Depression, Suicide, Self-harm, Eating Disorders**
Readings:	**C&G, Ch 6, 9, 10**
April 29	**Substance Abuse Prevention and Sexuality**
Readings:	**C&G, 11, 15** **Lewis & Borunda- article**
May 6	**Putting It Altogether-** **Family/School/Community Partnerships** **Presentations** **Final Projects Due**

Grades

Grades will be determined as a function of points earned for each of the class requirements.

Attendance and participation: 100 points

Summary of Reading and Resources: 150 points

Weekly Quizzes: 350 points (50 points each)

Evaluation of School: 400 points

Total: 1000 points

*If you miss a class you are responsible for obtaining the material covered in class. According to school policy, missing more than 2 classes results in a failing grade.

Students with Disabilities

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at 415 422-2613 within the first week of class, or immediately upon onset of disability to speak with a Campus disability specialist and determine you eligibility for reasonable accommodations or support. If you are deemed eligible for reasonable accommodations, please provide me with you Verified Individualized Services and Accommodations (VISA) form from the SDS office, and we will discuss your options for this course. For more information, please visit: http://www.usfca.edu/sds.

Educational Psychology for Counselors

Fall 2011: CPSY 609-01
Saturday, 8 am – 12:15 pm

Instructor: Yashica Crawford, Ph.D.
yjcrawford@usfca.edu; yashicad@hotmail.com; (415) 225-0800
Course Sessions: 8/27, 9/10, 9/24, 10/15, 10/29, 11/5, 11/19, 12/3
Office Hours: By Appointment

Course Overview:
The purpose of this course is to help provide counselors-in-training with an understanding of how students learn and how teachers modify their instruction to meet student needs and educational expectations. In addition, it is important to receive training in working with teachers and other school professional within the classroom and the environment of the school and community that the school serves. The overall goals in this course are for you to:

- Understand children and how they learn and develop
- Develop a plethora of theories to use for understanding children and promoting optimal learning and development
- Devise strategies that are grounded in theory to address educational issues or scenarios

Psychology is a multi-paradigmatic discipline, which means that psychology is not ruled by a single paradigm. Because humans are so complex, a single theory cannot explain everything about them. There are also many ways to explain any given individual or situation. Hence, we will explore multiple perspectives or theories. As you learn about various theories and perspectives, you will become able to:

- Use different lenses to understand and explain development
- Apply various theoretical perspectives to specific situations and case studies and devise grounded strategies
- Critically evaluate the strengTHS and weaknesses of specific theories, and how they complement (or conflict with) one another

At the conclusion of this part of the course, you will be able to understand, evaluate, and hypothetically engage in *developmentally-appropriate* and *theoretically-sound practice*.

Course Objectives:
In this course, students will work within four units: 1) development, 2) learning, 3) instruction and assessment, and 4) individual differences and responsive services). Within these domains, students will be able to demonstrate knowledge and understanding of:

- Social, emotional, and cognitive development
- Learning theories, models of teaching/learning process and models of instruction;
- Differences due to intelligence, various exceptionalities, and diversity (with a focus on the achievement gap and how to minimize it as much as possible).

- Standard-based education system;
- California’s accountability reporting/assessment system;
- Special education student needs and instruction strategies;
- School structures supporting learning, instruction, and collaboration; and
- SST, 504, and IEP policy, timelines, processes.

In addition, in this course students will gain:

1. Knowledge of theories of learning, learning styles, and barriers to learning.

2. Knowledge of learners with special needs, using assessment data, and the special education process.

3. Knowledge of teaching and curriculum standards, and productive instructional strategies and classroom environments.

4. Skill in lesson plan development and implementation using effective instructional strategies for student learning styles.

5. Skill in counseling a special needs student, addressing barriers to learning, and working with parents, teachers, and school personal.

TEACHING PRINCIPALS & INSTRUCTIONAL METHODS

Course sessions are driven by the following teaching principals:

Goal-based: Sessions are designed to support the students’ ability to acquire/achieve the learning outcomes stated above.

Research-driven: All strategies demonstrated and practiced during sessions are based on current research.

Developmental: Topics/issues/practices raised will be revisited throughout the semester.

Experiential: Students will actively apply theory through course activities and assignments.
Instructional methods and activities will include: lecture, discussion, group activity, presentations, reflection, and writing.

READINGS

Reading materials will be We will be reading Robert Slavin’s **Educational Psychology: Theory and Practice (10th Edition)** throughout the course. Additional reading materials will be disseminated via Blackboard and/or e-mail to students periodically throughout the semester.

Syllabus is subject to modification at the discretion of the instructor.

COURSE REQUIREMENTS

1. **Participation and Attendance**
   The success of the class is dependent on all students being actively engaged during each session. This includes being prepared to actively participate, reading all required materials prior to the class, being punctual and consistent in your attendance, and completing all assignments no later than the due date. Each student is permitted to have one excused/unexcused absence for the semester. Unexcused or additional excused absences will result in a deduction of **40** points each day that is missed. If there are circumstances that arise that would prevent you from meeting these expectations, please schedule a meeting with the instructor.

2. **Constructive Response to Readings**
   A total of **4 constructive responses to readings** will be due throughout the semester. Students will have an opportunity to share their feedback regarding selected readings. No more than 3 pages should be dedicated to discussing a) the benefits and strengTHS of the reading; b) information that was erroneously not included; c) special considerations when applying this information to practical application.

3. **Reflections on Blackboard**
   A total of **4 reflections on Blackboard** will be due throughout the semester. Students will have an opportunity to share their feedback regarding a posted news article, video clip, question prompt or other relevant information that is occurring in education. The purpose of the reflections is to engage in active communication regarding topics in Educational Psychology when away from class. There are no length requirements for reflections, but students must ensure that the basis of their writings encourages conversation and debate.

4. **Teacher Interview Paper**
   Interview two teachers serving two different types of learners (i.e. English language learner, special education, or honors instruction). Discuss with each teacher their perspective on the counseling role and their thoughts on how the counseling department can better serve students and support teachers. In your paper, compare and contrast the responses of the two teachers and write your reflections on their feedback. Paper should be 4-5 pages in length.
   Deadline: 10/15

5. **Observation Paper**
   Observe an IEP meeting and share your thoughts related to the following:

- Why was the IEP meeting called?
- Who are the members of the team? What are their roles?
- How does the IEP assist a student at school?
- Was the parent(s) present? What were the parents' concerns?

- What was the outcome? What evidence/documentation led to the conclusion?
- What did you think about the process? What did you think was productive?
- As the counselor, what is your role in an IEP?

Paper should generally summarize observations and should include your critical reflections based on your knowledge of what should be happening with instruction and learning. Paper should be 2-3 pages.
Deadline: 11/5

6. **Critical Issue Presentation**
Each group will investigate a critical / controversial educational issue and deliver a 45- minute presentation. Presentation should inform audience on multiple perspectives regarding:
- effects on student learning (individual and group);
- psychological/social impacts on student (individual & group);
- implications for instruction (impact on teacher)

Presentation should allow 15 minutes for guided discussion and 10 minutes for Q&A. Presentation should involve PowerPoint and handouts (can also involve video and other media). Each member of the group is expected to fully participate in the presentation. While there is no paper required, students' must submit a list of references / citations used (8 citations minimum – combination of books, articles, video and websites).
Suggested topics include:
- social promotion and retention
- bilingual education and English immersion
- same sex classrooms and traditional classrooms
- ability grouping / mixed ability classrooms and tracking
- response to intervention and traditional special education/testing
- moral education imbedded in the school curriculum
- multiple intelligences and IQ
- standards and accountability
- achievement gap
- integration of educational technology in the classroom

Deadline: 11/19

Assignments are due at the beginning of class on dates designated. Points equivalent of up to one letter grade will be deducted per day for each assignment that is submitted late. Barring extreme circumstances, assignments more than one week late will not be accepted.

Check with the instructor if you are in doubt regarding referencing protocols. The APA Publication Manual (6th edition) guidelines are the required standard.

COURSE EVALUATION

Evaluation Components	Points	% of Total
Attendance, Punctuality and Participation	20	10%
Reflections on Blackboard (5 points each)	20	10%
Reflection Writings (10 points each)	40	20%
Teacher Interview Paper	30	15%
IEP Meeting Observation Write-up	10	5%
Critical Issue Presentation	80	40%
TOTAL	200	100%

Letter Grade	Descriptors	Points Range
A	Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.	180-200
B	Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.	160-179
C	Performance of the student has been at an adequate level, meeting the basic requirements of the course. Student will need to put forth more effort or will require more study to meet expectations required for field work.	140-159

COURSE DATES, TOPICS, READINGS, & ASSIGNMENTS

Session	Date	Topics / Presentations	Assignments Due
1	8/27	• Introductions & Course Overview • Introduction to Educational Psychology	
2	9/10	• Learning Theories: Social-Cognitive & Behaviorist • Intelligence: Sternberg, Spearman • Cognitive Development • Information Processing (IP) ***Chapters 1, 2, 5, 6**	• Constructive Response #1: What is Educational Psychology? • Reflection on Blackboard #1
3	9/24	• Motivation Theories: Attribution, Self-	• Constructive Response #2:

		Determination, Achievement, Expectancy-Value • Social, Moral, & Emotional Development ***Chapters 3 & 10**	Learning Theories, Intelligence, Cognitive Development, IP • Reflection on Blackboard #2
4	10/15	• Individual Differences & Exceptionalities • Diversity • Achievement Gap • California Accountability and Standards-Based Education • Movie & Reflection: A Class Divided ***Chapters 4, 12, 13, 14**	• Teacher Interview Paper
5	10/29	• SST, IEP, 504, and Responsive Services • School Structures Supporting Learning, Instruction & Collaboration • Lesson Planning / Classroom Guidance ***Chapters 7, 8, 9, 11**	• Constructive Response #3: Achievement Gap, Diversity, A Class Divided • Reflection on Blackboard #3
6	11/05	• 21st Century Learning Skills • Health Issues in Educational Psychology	• Observation Paper
7	11/19	• Critical Issue Presentations	
8	12/03	• Special Considerations for Counselors: ○ Bullying Prevention ○ College Readiness ○ Restorative Practice	• Constructive Response #4: Critical Presentations, Health Issues in Educational Psychology • Reflection on Blackboard #4

ATTENDANCE AND CLASS PARTICIPATION

Please refer to *The University of San Francisco General Catalog 2007*-2009 (http://www.usfca.edu/acadserv/catalog/) to understand what constitutes an excused absence. Instructor may require students to provide documentation for excused absences. See #1 of page 2 of syllabus.

CHEATING AND PLAGIARISM

Written work that you hand in is assumed to be original unless your source material is cited appropriately. Using the ideas or words of another person, even a peer, or a website, as if it were you own, is plagiarism. Cheating and plagiarism are serous academic offences. Students should read the section on cheating and plagiarism in *The University of San Francisco General Catalog 2007-2009*. Students should be aware that faculty members have a range of academic actions available to them in cases of cheating and plagiarism from arranging a conference, to failing a student on that particular assignment, to failing a student in the course, to referring the case to judicial affairs.

POLICY FOR WITHDRAWAL

Refer to *The University of San Francisco General Catalog* for more detailed guidelines.

STATEMENT REGARDING STUDENTS WITH DISABILITIES

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at (415) 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a campus disability specialist and determine your eligibility for reasonable accommodations or support. If you are determined eligible for reasonable accommodations, please provide me with you Verified Individualized Services and Accommodations (VISA) form.

University of San Francisco
School Counseling Program
CPSY– 610-01: Consulting with Parents and Teachers
Spring 2011
(Friday Cohort)

Instructor: Curtiss Sarikey, L.C.S.W., P.P.S.C.
Phone: 415-806-5287
Fax: 415-242-2618
Email: cmsarikey@usfca.edu or curtissarikey@sbcglobal.net

General Course Objectives

The primary objective of this course is to provide students with a comprehensive understanding of the theory and processes of school-based consultation. A secondary objective is to help students develop basic consultation skills. Particular emphasis will be placed on ecological theory and its relationship to school counseling service delivery within a consultative framework. Consultation services will be addressed within the context of a scientist-practitioner model, both as a means to treat existing student problems and as a methodology for achieving prevention and early intervention. The course will

(a) begin with a broad, theoretical overview of the rationale for consultation services,
(b) review the critical foundational elements common to all consultation models, and
(c) explore major approaches to school-based consultation.

Case materials, including a formal case study, will be included to help underscore the practice elements of school-based consultation services for school counselors.

Major Topics To Be Covered

- School/Organizational Culture and its Impact on the Consultant's Role
- Core Elements of School-Based Consultation
- Multicultural Approaches to Consultation
- Behavioral Approaches to Consultation
- Ecological Approaches to Consultation
- Caplanian Mental Health Consultation Approaches to Consultation
- Formal Case Study

SCHOOL COUNSELING PROGRAM OUTCOMES AND COMPETENCIES

The School Counseling Program at USF seeks to prepare students in each of the competencies listed below. These outcomes are evaluated at the end of the first and second year in the Program and are stated on course syllabi and in the School Counseling Handbook.

Our stated competencies for this course are as follows as reflected in our curriculum:

Consulting with Parents and Teachers

1. Understand consultation principles and practices in collaborating with teachers.
2. Understand parent consultation models and how to collaborate with parents and families.
3. Learn skills in assisting teachers with classroom management strategies and support.
4. Learn skills in assisting parents to support the personal and academic needs of students.

Course Assignments and Grades

Graded Assignments

1. In class participation and discussion = 10%
2. “Staff Development” or “Parent Workshop” group presentation = 30%
3. Reflection paper = 20%
4. Case study with presentation = 40%

Grade Computation

A+ = 100-97%; A = 90-96%; A- = 88-89%
B+ = 85-87%; B = 80-84%; B- = 78-79%
C+ = 75-77%; C = 70-74%; C- = 68-69%
D+ = 65-67%; D = 60-64%; D- = 58-59%
F = 57% or less

Grading Policies

Incompletes - Students will not be given an Incomplete in the course unless there is a “serious and compelling reason” (e.g., significant medical problem). Getting poor grades on the case study paper and/or group presentation is not a “serious and compelling reason.”

Grades - The grade earned by each student in the course will be the grade given to each student for this course. Students will not have the option of doing extra work after the end of the semester to raise their course grade.

Course Requirements

Regular attendance is mandatory. The instructor must be notified in advance if class time must be missed. All assignments must be completed. Non- excused or multiple absences will negatively effect student grades. With few urgent exceptions, students who miss an entire teaching weekend, or the accumulative equivalent, will not pass this course.

Complete all reading and writing assignments and demonstrate an understanding of course material through active participation in class discussions, individual and group work.

Individual presentations on selected topics to be delivered at scheduled time .

Student participation in class is strongly encouraged throughout the semester.

Students with Special Needs

Disability Programs and Resource Center: Pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, students with disabilities who will need reasonable accommodations for this course should contact Disability Related Services (415) 422-2613 (v/tdd) within the first two weeks of this course. Students with Learning Disabilities may contact Learning Disability Services at (415) 422-6876.

Course Text

Collaborative Consultation in the Schools, Effective Practices for Students with Learning and Behavior Problems, Third Edition, Thomas J. Kampwirth, Pearson Education, Inc. 2006

Schedule of Class Topics & Assignments

Session 1 – January 28

- Overview of course
- Historical context
- State and federal accountability context
- Leadership Compass
- **Assign "Staff Development" or "Parent Workshop" Group Presentations**

Session 2 – February 11

- **Consultation: Context and background**
- Readings:

  Bronfenbrenner, U. (1986). Ecological of the family as a context for human development: research perspective. *Developmental Psychology, 22,* 723-742.

  Luthar, S.S., Cicchetti, D. (2000). The construct of resilience: Implications for interventions and social policies. *Development and Psychopathology, 12,* 857-885.

- **Guest speaker:** Laticia Erving, Parent Liaison, SFUSD

Session 3 – February 25

- **Consultation: Theory and practice**
- Readings:

Salzman, M. (in press). Consultation and Collaboration in Schools. In H. L. K. Coleman & C. J. Yeh (Eds.), *Handbook of School Counseling*. Mahwah, NJ: Lawrence Erlbaum and Associates.

Clemente, R. (in press). Consultation with Teachers, Administrators, and Counseling Agencies. In H. L. K. Coleman & C. J. Yeh (Eds.), *Handbook of School Counseling*. Mahwah, NJ: Lawrence Erlbaum and Associates.

- **Guest speaker**: Susan Hammond, MEd, MSW, LSP, SFUSD

Session 4 – March 11

- **Consultation: Ethical considerations**
- **Consultation: Multicultural and cross-cultural competency**
- Readings:

Newman, J. L. (1993). Ethical issues in consultation. *Journal of Counseling & Development, 72,* 148-156.

Lastname, D. N., & Hayes, D. H. (1993). Multicultural issues in consultation. *Journal of Counseling & Development, 72,* 144-147.

Ingraham, C. L. (2000). Consultation through a multicultural lens: Multicultural and cross-cultural consultation in schools. *School Psychology Review, 29,* 320-343.

- **Guest speaker:** Regina Piper, Supervisor, Special Ed, SFUSD

Session 5 – March 25

- **Mental Health consultation**
- **Ecological consultation**
- Readings:

Caplan, G., Caplan, R. B., & Erchul, W. P. (1995). A contemporary view of mental health consultation: Comments on "types of mental health consultation" by gerald caplan (1963). *Journal of Educational & Psychological Consultation, 6(1),* 23-30.

Gutkin, T. B. (1993). Moving from behavioral to ecobehavioral consultation: What's in a name? *Journal of Educational and Psychological Consultation, 4,* 95-99.

Recommended readings:

Caplan, G., & Caplan, R. B. (1993). Mental health consultation and collaboration. (Chapter 10, pp. 185-222). San Francisco: Jossey-Bass

Abrams, K., Theberge, S. K., & Karan, O. C. (2005). Children and adolescents who are depressed: An ecological approach. *Professional School Counseling.Special Issue: Professional School Counseling in Urban*

- **Guest speaker:**
- **Reflection paper due April 8**

Session 6 – April 8

- **Behavioral consultation**
- **Consulting about Students with Emotional or Behavioral Problems**
- Readings:

Chapter 6 from Kampwirth, Thomas J. (2006) Consultation in the schools: effective practices for students with learning and behavior problems. Columbus, OH

Recommended reading:

Sheridan, S. M., Eagle, J. W., & Doll, Beth (2006). An Examination of the Efficacy of Conjoint Behavioral Consultation with Diverse Clients. School Psychology Quarterly, 21 (4), 396-417.

Massachusetts Advocates for Children. (2005). *Helping Traumatized Children Learn.* Boston: Author.

- **Group presentations**
- **Due: Reflection paper (2-3 pages)**
- **Case Study due May 6**

Session 7 – April 29

- **Consulting about Students with Academic Learning Problems**
- Readings:

Chapter 7 from Kampwirth, Thomas J. (2006) Consultation in the schools: effective practices for students with learning and behavior problems. Columbus, OH

- **Group presentations**
- **Case Study due May 6**

Session 8 – May 6

- Wrap-up of course
- **Group presentations**
- **DUE: Case Study**

Course Syllabus

Problem Solving Counseling
CPSY 611-02, Fall, 2011 Ed306 F 5:00-9:45P.M.
Instructor: Esther A. Cohen, Ph.D.
Phone: (510) 864-3503, (510) 865-5776
E-mail: cohenes@aol.com

Texts:

Chandler, L.K. & Dahlquist C.M. (2010) Functional assessment: Strategies to prevent and remediate challenging behaviors in school settings (3rd edition). New Jersey: Pearson Education.

Creed, T.A., Reisweber, J, & Beck, A. (2011) Cognitive therapy for adolescents in school settings. New York: Guilford Press.

Franklin, C., Harris, M.B., & Allen-Meares, P. (2008) The school practitioner's concise companion to mental health. New York:Oxford University Press.

Pryor, K. (1984) Don't shoot the dog: The new art of teaching and training. New York: Bantam Books

Recommended Texts:

Greene, R. (2008) Lost at school. New York: Scribner.

Watson, D.L. & Tharp, R.G. (2007) Self-Directed behavior. (9thedition). Belmont, CA: Thomson & Wadsowrth.

Bambara, L.M. & Kern, L. (Eds.) (2005) Individualized supports for students with problem behaviors: Designing positive behavior plans. NewYork: Guilford Press.

Mennuti, R.B., Freeman, A., & Christner, R.W. (Eds.) (2006) Cognitive-behavioral interventions in educational settings: A handbook for practice. New York: Routledge.

Course Objectives:

1. To develop basic competence in behavioral and cognitive behavioral techniques
2. To conduct functional assessments and develop behavior support plans
3. To identify and discriminate different disorders of childhood and adolescence
4. To become familiar with established interventions for common problems of childhood and adolescence
5. To further develop counseling skills in establishing rapport, in developing cultural sensitivity and in working collaboratively with parents, teachers, and systems

6. In addition, students in this course will gain:
   a) Knowledge of cognitive behavioral counseling strategies for promoting personal responsibility, decision-making, and social skills.
   b) Knowledge of functional assessment strategies for students and measuring social and academic progress.
   c) Skill in applying counseling techniques for personal issues, for crisis intervention, and effective referrals.
   d) Skill in conducting a functional assessment, conceptualizing the student needs, and formulating a counseling plan for students, involving family and school personnel.

Course Requirements:

1. To attend class and participate in class activities
2. To present one journal article related to the problem behavior of the student with whom you are working
3. To complete bi-weekly quizzes and self-modification assignments
4. To complete a functional assessment and develop a behavior support plan
5. To implement and evaluate the behavior support plan or complete a comprehensive final

Course Schedule:

August 26 **Introduction**

Basic Applied Behavior Analysis Part-I

Understanding the Concepts and Assessing behavior

Readings: **Chandler & Dahlquist Ch 1, 2, 3**

September 9 **Basic Applied Behavior Analysis- Part-II**
More Assessment and Data Collection

Basic Counseling Skills-Part I
Developing rapport, empathic listening and basic interview skills through the use of motivational interviewing techniques
Conducting assessments and developing plans with cultural sensitivity

Readings: **Chandler & Dahlquist Ch 4,5**
Motivational Interviewing (Handout)-Required

September 23 **Basic Applied Behavior Analysis- Part III**

Environmental Manipulations
Effect of Consequences on Behavior
Shaping, Chaining, Fading
Classroom Management Systems and Contracts

Student Presentations of Research Articles

Readings: **Chandler & Dahlquist Ch 6,7,8,**
Pryor, Ch 1, 2

October 14 **Basic Applied behavior Analysis – Part IV**
Sensory Related Strategies
Decreasing behavior w/o punishment
Respondent Conditioning
Relaxation/desensitization
Generalization and Maintenance
Student Presentation of Research Articles

Readings: **Chandler & Dahlquist Ch 9,10,11,**
Pryor, Ch 3,4
Creed et al, Ch 4

October 28 **Cognitive Behavioral Interventions**

Cognitive Behavioral Theory
Cognitive Behavioral Interventions

Emotion Regulation Skills
Coping Skills
Distress Tolerance
Mindfulness

How to Put it All Together:

Conducting Functional Assessments and
Developing Behavior Support Plans

Student Presentation of Research Articles

Readings: **Creed et al, Ch 1,2,3**
Lost In Schools- Handout

November 4 **Clinical Issues and Basic Counseling Skills Part II**
Motivational Interviewing- reinforcing change talk
Building commitment to change

Project 1 Due: **Functional Assessment and Proposed Behavior Support Plan**

Readings: **Chandler & Dahlquist Ch 12**
Pyror Ch 5,6
Creed et al. Ch 5

November 18 **Common Childhood and Adolescent Disorders and Problem Behaviors**

Readings: **Franklin et al Ch 2,3,4, 6, 9**

December 2 **Student Presentations of Projects**

Project 2 Due: Implementation and Evaluation of Behavior Support Plan or Take Home Final Exam

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Grades
Grades will be determined as a function of points earned for each of the class requirements.

Attendance and Participation: 80 points

Presentation of Journal Article: 70 points

Bi-Weekly Self-Mod and Reading Assignments Quizzes: 350 points (50 points each)

Functional Assessment/ Proposed Behavior Support Plan: 300 points

Implementation and Evaluation of Behavior Support Plan: 200 points
(Presentation and Write-up)
or
Take Home Final Exam: 200 points

Total: 1000 points

*If you miss a class you are responsible for obtaining the material covered in class. According to school policy, missing more than 2 classes results in a failing grade.

Handouts detailing the requirements for the projects and grading rubrics for projects will be distributed.

Students with Disabilities:
If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at 415 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a disability specialist. If you are determined eligible for reasonable accommodations, please provide me with your SDS Verified Individualized Services and Accommodations (VISA) form, and we will discus your needs for this course. For more information, please visit: http://www.usfca.edu/sds or call (415) 422-2613.
Student Privacy Statement:

At times, students may disclose personal information through class discussions. It is expected that the class will respect the privacy of their classmates. The information disclosed in the class will not be repeated or discussed with other students outside of the course.

Disclaimer:
This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

University of San Francisco
School of Education
Department of Counseling Psychology
School Counseling Program

CPSY 612 Developmental Counseling: Child and Adolescent

Instructor: Dr. Leyla Pérez-Gualdrón
Classroom: Lone Mountain 351
Meetings: Every other Saturday from 8:00 a.m. to 12:15 p.m.
Office Hours: Mondays from 2:00 to 4:30 p.m. and/or by appointment.
Office: Education 023
Phone: 415-422-2456
E-mail: lperezgualdron@usfca.edu (preferred form of contact)

Course Description

This course is an introduction to developmental theory and its practical application for school counselors. It provides an overview of the psychological, biological, ethnic, cultural, socioeconomic, and environmental factors that influence the growth and development of children and adolescents. Major theories of development and current research in the field are introduced to clarify typical and atypical patterns of development. Students explore counseling and intervention strategies based on developmental principles and cultural variables. By focusing on development from infancy through adolescence, students can trace early factors that lead to problems in school and devise strategies for effective interventions. Students will study children, adolescents and their families from a perspective informed by developmental understanding and cultural sensitivity. Students will learn how to inform parents and staff about factors that promote resiliency, such as physical health and strong relationships with others.

Course Objectives

To gain knowledge of the major developmental theories for children and adolescence.

To obtain knowledge of counseling strategies for addressing the developmental needs of students.

To develop skills in assessing and counseling student's developmental challenges.

To develop skills in communicating developmental issues to parents and school staff for student achievement.

To learn developmental stages in the context of cultural differences and be able to apply that understanding to counseling children, adolescents, and their families.

To recognize atypical growth and development patterns and to relate those patterns to children and adolescents' strengTHS and weaknesses in the family, school and larger environment.

To develop appropriate problem-solving developmental counseling strategies that are sensitive to cultural diversity, language, and socioeconomic status of children, adolescents, and their families.

To understand the connections between early environmental factors and later problems in school and to assess the effectiveness of programs that attempt early intervention.

To develop a positive psychological perspective towards the development of resiliency among children and adolescents.

To appreciate the interplay among complex factors in development, including nutrition, fitness, support systems, and lifelong learning.

To understand their own growth in self-esteem and personal and social responsibility and to use that understanding to guide their interactions with children, adolescents, and their families.

To develop a collaborative approach for sharing understanding of developmental concepts with colleagues in schools and in the community.

Class Format

Classes will follow a seminar format consisting of lecture, discussions, in-class writing, activities, role-playing, group work, guest speakers, and student presentations.

Program Policy on Class Attendance

Students who miss 3 or more class sessions (10 hours or more) will receive an "F" and must retake the course. Friday evening, Saturday morning, and Saturday afternoon are each considered separate sessions. Students who miss 2 class sessions will receive a maximum grade of B-. Consistently ***coming late or leaving early to class counts towards an absence.*** Assignments for missed classes are at the discretion of the Instructor but do not change the above grading policy.

Expectations

It is expected that all students will attend and **be prepared** for all class meetings, be on time, and be actively involved in their learning process. Class participation is expected from all students (if you need assistance with this, please see me).

By participating in this class, students are able to engage in learning the material, critically assess the ideas presented, and shape the focus of the class to better meet their needs. Class will become more dynamic, interesting, and rewarding as more students actively share their ideas, objections, critiques, and questions.

Professional behavior is expected at all times in the classroom. This includes respectful and sensitive conversation, showing up on time to class, and respect for confidentiality. Cellphones, computers, and/or other electronic devices should not be used in class.

Respect confidentiality: Being actively involved in class and in small group activities may at times involve some level of self-disclosure. Please be respectful of everyone's confidentiality.

It is expected that students follow assignment guidelines distributed in class for each of the assignments. You may contact the instructor in advance of the deadline for clarifications/guidance.

*** NOTE: Papers need to be well written and edited. Writing help is available on campus. Call (415) 422-6713 for information. Academic honesty and integrity is expected according to USF's academic honesty policy.

In this course, no late papers will be accepted. There are no extensions or incompletes provided unless there is a very serious medical or personal emergency. Grades will reflect the work submitted.

Academic Honor Code

As a Jesuit institution committed to cura personalis—the care and education of the whole person. USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code.

Academic Honesty: It is expected that students complete original work while at the University of San Francisco and maintain the highest standards with respect to the appropriate documentation of the work of others. At the discretion of the faculty, all work is subject to search utilizing www.turnitin.com for plagiarism.

Plagiarism, that is, failure to properly acknowledge sources, written or electronic, used for verbatim quotations or ideas, is a violation of academic integrity. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

Breakdown of Evaluation

Students' final grades for the course will be determined by performance in the areas and assignments listed below. Each area will be assigned a point and percentage value of the overall grade. Percentage ranges to be used in the class are as follows for letter grades:

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

< 70% = Not Passing

1) Participation Points – 25% of final grade
(Includes class participation, in-class minute papers, and in-class group discussion activities. Some brief homework pieces may also be included)

a) Active participation in EACH class meeting (e.g., raising comments and active discussion with your colleagues; discussing your reactions to content in light of your professional experiences; observations from your school sites, etc.).
b) Minute papers: Throughout the semester, we will have brief writing activities that address issues raised by the readings and classes. Minute papers typically range from one to five minutes of writing time. They may address specific questions that I raise, or what you think was the most important point about a particular reading or discussion/class. Minute papers will be completed and submitted in class.
c) Group 3-2-1 papers: Another helpful way to explore course issues is to discuss them with other people. At various times during the semester, we will have small-group discussions focusing on particular readings, questions, or tasks. Writing exercises in class will often be incorporated into these discussions.

The following system will be used to assess in-class short writing assignments:

10 points	A thoughtful response that demonstrates you have prepared for class.
7 points	Average: The response has limitations.
5 points	Not such an impressive effort (lacks content).
2 points	A response that fails to demonstrate you have prepared for class.
0 points	No response turned in.

2) Reflection Papers - (total of 6) 30% of final grade (See instructions attached)
Reflection papers should be submitted electronically through the Blackboard assignments feature. For more information about Blackboard, please refer to think link: http://www.usfca.edu/its/learning/online/student/ More information will also be provided in class. . *Each reflection paper is due on the following dates:* ***09/10/11, 09/24/11, 10/15/11, 10/29/11, 11/5/11, 11/19/11.***

3) Outline for Literature Review Paper. Handout with further information provided on separate handout. ***Due: 10/20/11 (electronic submission through Blackboard).***

5) Presentation of Literature Review paper content adapted for school audience – 15% of final grade. See handout with information. ***Due: 11/19/11 or 12/03/11.***

6) Final Literature Review Paper – 30% of final grade. Further information provided on separate handout. ***Due: 12/03/11***

NOTE THAT ALL ASSIGNMENTS AND GRADED ACTIVITIES WILL BE DISCUSSED IN CLASS. REFER TO HANDOUTS WITH DETAILED INSTRUCTIONS REGARDING THE LITERATURE REVIEW PAPER AND OTHER

ASSIGNMENTS. RUBRICS FOR GRADING WILL BE ALSO DISTRIBUTED. THIS INFORMATION WILL BE DISTRIBUTED IN CLASS AND ALSO AVAILABLE AT BLACKBOARD.

Students with Disabilities

Pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, students with disabilities who need reasonable accommodations for this course should contact Disability Related Services (415-422-2613, v/tdd) within the first two weeks of this course. Students with learning disabilities may contact Learning Disability Services (415-422-6876). You may also contact me directly if you have any concerns or specific considerations.

Required Reading: (All reading assignments will be available on Blackboard prior to each class meeting. Further information and resources to access Blackboard Vista may be found at: **http://www.usfca.edu/its/learning/online/student/**)

Course Schedule: *Subject to change based on course needs*

Class 1. August 20th Introduction to CPSY612

Introductions
Overview of course and syllabus
Class activity

Class 2. August 27. Overview: Development from an Ecological Framework: Contexts of Development

- Dimensions of development and growth
- Ecological framework of development
- Sociopolitical Context of Development

Readings:

Gibson, R. L., Mitchell, M. H., & Basile, S. K. (1993). *Counseling in the elementary school: A comprehensive approach*. Needham Heights, MA: Allyn & Bacon. (Chapter 2: Essentials of Child Development, pp. 23-55).

Bronfenbrenner, U. (1994). Ecological models of human development. In M. Gauvain & M. Cole (Eds.), *Readings on the development of children* (2nd ed, pp. 37-43). New York, NY: Freeman.

Spencer, M. B., Swanson, D. P., & Edwards, M. C. (2010). Sociopolitical contexts of development. In D. P. Swanson, M. C. Edwards, & M. B. Spencer (Eds.), *Adolescence: Development during a global era* (pp. 1-18). Burlington, MA: Academic Press.

Lindsay, D. (2009). *Child poverty and inequality*. New York, NY: Oxford University Press.
(Chapter 1: The Color of Child Poverty)

Class 3. September 10. Theories of Development I

Due: Reflection paper # 1

- Cognitive Development: Piaget; Vygotsky
- Socioemotional Development: Attachment theory

Readings:
Cognitive development:
Green, M., & Piel, J. A. (2010). *Theories of human development: A comparative approach*. Boston, MA: Allyn & Bacon.
(Piaget: pp. 294-317; Vygotsky: pp. 262-277).

Myers, J. E., Shoffner, M. F. & Briggs, M. K. (2002). Developmental counseling: An effective approach for understanding and counseling children. *Professional School Counseling, 5,* 194-202.

Dupree, D. (2010). Cognitive development for adolescents in a global era: A social justice issue? In D. P. Swanson, M. C. Edwards, & M. B. Spencer (Eds.), *Adolescence: Development during a global era* (pp. 63-87). Burlington, MA: Academic Press.

Attachment Theory:
Kennedy, J. H., & Kennedy, C. E. (2004). Attachment theory: Implications for school psychology. *Psychology in the Schools, 41,* 247-259. doi:10.1002/pits.10153.

Optional reading (provides background on attachment theory): Green & Piel (2010) pp. 157-163.

Class 4. September 24. Theories of Development II

Due: Reflection Paper # 2

- Moral Development (gender and cross-cultural issues)
- Religious and Spiritual Development
- Lifespan Psychosocial Development: Erik Erikson

Readings:
Moral development: Green & Piel (2010) pp. 336-350.

King, P. E., Clardy, C. E., & Ramos, J. S. (2010). Religious and spiritual development in diverse adolescents. In D. P. Swanson, M. C. Edwards, & M. B. Spencer (Eds.), *Adolescence: Development during a global era* (pp. 415-439). Burlington, MA: Academic Press.

Erik Erikson: Green & Piel (2010) pp. 89-101.

Class 5. October 15. Identity Development and Socialization
Due: Reflection Paper # 3

- Racial identity development
- Identity development in the context of immigration and language

Readings:
Helms, J. E. (2003). Racial identity in the social environment. In P. B. Pedersen & J. C. Carey, *Multicultural counseling in schools: A practical handbook* (pp. 44-56). Boston: MA, Allyn and Bacon.

Jernigan, M. M., & Daniel, J. H. (2011). Racial trauma in the lives of Black children and adolescents: Challenges and clinical implications. *Journal of Child and Adolescent Trauma, 4,* 123-141. doi: 10.1080/19361521.2011.574678

Garcia Coll, C., & Marks, A. K. (2009). *Immigrant stories: Ethnicity and academics in middle childhood.* New York: NY: Oxford University Press. (pp. 87-101)

Suarez-Orozco, C., & Suarez-Orozco, M. M. (2001). *Children of immigration.* Cambridge: MA, Harvard Press. (pp. 87-123)

October 20. Due: Outline of literature review (electronic submission)

Class 6. October 29 Guest lecture.
Due: Reflection Paper # 4

- Guest lecture: Gender, sexual orientation identity.

Readings:
Blackemore, J. O., Berenbaum, S. A., & Liben, L. S. (2009). *Gender development.* New York, NY: Psychology Press (Chapters 1 and 13)

DePaul, J., Walsh, M. E., & Dam, U. C. (2009). The role of school counselors in addressing sexual orientation in schools. *ASCA/Professional School Counseling, 12,* 300-308.

Rosario, M., Schrimshaw, E. W., Hunter, J., & Braum, L. (2006). Sexual identity development among gay, lesbian, and bisexual youTHS: Consistency and change over time. *Journal of Sex Research, 43,* 45-58.

Class 7. November 5 Adolescent's Context of Development
Due: Reflection Paper # 5

- Relationships: Family/caregivers, adults, and peers
- School influences and achievement
- Sociopolitical Development

Readings:

Rodriguez, M. L., & Walden, N. J. (2010). Socializing relationships. In D. P. Swanson, M. C. Edwards, & M. B. Spencer (Eds.), *Adolescence: Development during a global era* (pp. 299-326). Burlington, MA: Academic Press.

Fine, M., Burns, A., Payne, Y. A., & Torre, M. E. (2004). Civics lessons: The color and class of betrayal. *Teachers College Record, 106*, 2193-2223. doi: 10.1111/j.1467-9620.2004.00433.x

Watts, R. J., Griffith, D. M., & Abdul-Adil, J. (1999). Sociopolitical development as an antidote for oppression: Theory and action. *American Journal of Community Psychology, 27*, 225-271. doi: 10.1023/A:1022839818873

Class 8. November 19 Adolescence: Health Issues

Due: Reflection Paper # 6 and Final Presentations

- Body image, eating disorders, obesity
- Sexual health
- Substance abuse

Readings:

Edwards George, J. B., & Franco, D. L., (2010). Cultural issues in eating pathology and body image among children and adolescents. *Journal of Pediatric Psychology, 35,* 231-242. doi: 10.1093/jpepsy/jsp064

Teitelman, A. M., Bohinski, J. M., & Boente, A. (2009). The social context of sexual health and sexual risks for urban adolescent girls in the United States. *Issues in Mental Health Nursing. 30,* 460-469.

Watkins, K. E., Ellikson, P. L., Vaiana, M. E., & Hiromoto, S. (2006). An update on adolescent drug use: What school counselors need to know. *Professional School Counsleing, 10,* 131-138.

Optional readings:

Muise, A. M., Stein, D. G., & Gordon, A. (2003). Eating disorders in adolescent boys: A review of adolescent and young adult literature. *Journal of Adolescent Health, 33,* 427-435. doi: 10106/s1054-139x(03)00060.0

Lawrence, S. A. (2010). The impact of stigma on the child with obesity: Implications for social work practice and research. *Child and Adolescent Social Work Journal, 27,* 309-321. doi: 10.1007/s10560-010-0208-7

Class 9. December 3 Adolescence: Health Issues continued

Due: Final Presentations

- Loss and development
- Strength and resilience

Readings:

Hayes, R. L. (1995). Coping with loss: A developmental approach to helping children and youth. In J. Carlson & J. Lewis, *Counseling the adolescent* (pp. 163-181). Denver, CO: Love Publishing Company.

Ginwright, S., & Cammarota, J. (2002). New terrain in youth development: The promise of a social justice approach. *Social Justice, 29,* 82-93.

USF School of Education
CPSY 613-01: Group Counseling Skills
Patricia Cowick, MA MFT

Class Times: Fridays: 5:00 - 9:00, Saturday: 8:30- 4:30
Phone: (925) 355-2525
E-mail: pcowick@comcast.net

Course Overview: Students in this class will learn and practice the skills of group counseling as they relate to school-based settings. They will learn to assess students need for a particular group, be able to plan, organize, implement, and evaluate a group. All with the purpose of creating successful personal, social, and academic development for their students.

Course Objectives: 1. Understand group dynamics and possess skills in group work, including counseling, psycho-educational, task, and peer helping groups, and facilitation of teams to enable pupils to overcome barriers and impediments to learning. 2. Identify pupils' need for group work, creating early intervention strategies for addressing problems, 3. Plan, implement and evaluate a group that enables pupils to acquire knowledge, attitudes, and interpersonal skills that help them understand and respect themselves and others, make decisions, set and achieve goals, and develop safety skills. In addition, students will:
a) Obtain knowledge of group dynamics and skills of group counseling with students.
b) Acquire knowledge of interpersonal communication and group process in facilitating group work.
c) Develop skills in planning and developing a group that identifies and meets the needs of a specific group of students.
d) Develop skills in conducting and evaluating a group counseling session that develops awareness and skills for students.

Required Text: Groups, Process and Practice by Cory and Cory
Approaches to Group Process by David Capuzzi
(available in bookstore)

Attached to this syllabus, is a list of pertinent resources for doing group work. These books will be available at every class session for students to become acquainted with and use during the class. Students may find some books to be a worthy investment given their specific work populations/ages.

Methods: The format for this class will include lectures, experiential activities and opportunities for students to use new skills for the duration of the class under the supervision of the instructor.

Course Requirements: Attendance is essential. Any absence needs to be discussed with the instructor. Two written assignments are required. They will be explained in sessions 2 and 4, and due back to the instructor by sessions 6 and 7 respectively. Due to the experiential nature of the class, being on time for the beginning of class and after breaks is not only important because of missed information, but it is respectful towards the whole group process. Disruptions/changes to the group will be identified and used as a learning process for the group.

Course Grading: Grades are based on class participation and the quality of the written assignments. Strong emphasis is placed on the attempt to use the group counseling skills information during the course of our meetings. Grades will be adversely effected by late papers, or absences if makeup work is not done.

Class Participation	25 points
Small group participation and facilitation	25 points
Psycho-ed Group Write up	25 points
Final Essay Questions	25 points
Total	100 points

95-100 = A 90-94 = A- 89-87 = B+ 86-84 = B 83-80 = B-

Course Schedule:

Friday / June 3 Text Chapters 1 & 2

Introduction to Group Counseling

Seeing this class as a group, observing on multiple levels while participating. Using the class interaction as group dynamic. Assessing the need for group vs individual counseling. Understanding the benefits and limitations of group work with different individuals. Understanding student behavior as a function of their emerging selves in conjunction with the influences of family, peer, and cultural communities.

Characteristics of an Effective Group Leader

Self inventory of the following attributes: courage, personal power, presence, belief in the group process, non-defensiveness, willingness, stamina, patience, self awareness, sense of humor, inventiveness. Assessment of strengTHS and weaknesses as a group leader.
*Instructor will facilitate a group on the self inventory, class participation and observations of the group process.

Theoretical Orientation and Group Work

Having an ability to evaluate the developmental, emotional, academic, and cognitive needs of the individual and the group as they relate to current theoretical perspectives. Counseling techniques and understandings should be grounded in a theoretical base. Discussion of current orientations.

Saturday / June 4

Types of Groups

Developing a working understanding of the various groups: counseling, psycho-educational, peer supported, task oriented and therapy. The instructor will demonstrate the groups while also teaching group strategies for the following topics: Crisis Assessment and Intervention, Anger Management, Violence Prevention, Decision Making Steps, Interpersonal Communication, and Family Support Groups.
*Instructor will facilitate a psycho-educational group, class participation and observation of the group process.

Skills for Group Counseling

Creating an in depth understanding of the following tools: active listening, empathy, questioning, facilitating, reflecting, clarifying, reframing, interpreting, summarizing, linking, confronting, supporting, blocking, diagnosing, reality testing, evaluating, and terminating.
*Students will facilitate groups using above skills, instructor/classmate feedback.

Friday / June 17 Text Chapter 2 & 3

Professional Code of Ethics and Legal Mandates as they apply to Group Counseling

Confidentiality, informed consent, permission slips, suicidality, homocidality, psychological risks, scope of practice, scope of competence, drugs, self disclosure, and the role of personal values. These topics are taught by using school based scenarios.
*Instructor led group, class observations.

Practicalities of Organizing a Group

Developing a proposal with the essential components of: rationale, objectives, place, time, duration, size, closed/open, procedures, ground rules and evaluations. How to screen prospective members, where to advertise groups, and how to have the groups offered fit in with the needs and structure of the larger school community. Ensuring ongoing collaboration with teachers and parents.

Saturday / June 18 Text Chapters 4-11

Stages of a Group: Initial, Transition, Working, Ending

Creating safety, personal enhancement and interpersonal skills within the structure of the group. Recognizing the natural developmental process of any group and being able to negotiate the group through the power struggles and the fears to the place of learning and openness.

Developmental Stages in Children and Adolescents

Building a working knowledge base of the developmental challenges to young people. Creating instructional strategies for groups as they relate to issues of developmental level such as: cognition, attention span, emotional state, motivation, behaviors and interpersonal abilities.
* Student facilitated groups, instructor/classmate feedback.

Co-Therapists and Group Work

Understanding the dynamics of co-leading and how to use the partnership to negotiate and move the group process. How to choose an effective co-leader, depending on the participants. Issues of trust, values and leadership styles.

Friday / July 8

Specific Group Counseling Challenges

Learning to work with the following issues: resistance, boundaries, confrontation, aggression, and suicidality. Appreciating and working with diversity issues in group counseling.
*Student facilitated groups, instructor/classmate feedback.

Multicultural Approaches to Group Work- article to be given in the prior class

Saturday / July 9

Evaluation Measures for Group Work

Measuring the effectiveness of a particular group by becoming familiar with pre/post tests for group members and teachers, family evaluations, and satisfaction surveys. Qualitative versus quantitative measures of group work.

Resources

Knowing community resources as a referral base. Instructor will provide an extensive list of reference/resource books on group process and exercises. Many of these books will be available in the classroom for viewing during break times. Acting as a resource for teachers, parents, and administrators in the schools. How to use each other, student schools, and the USF program as ongoing resources.
*Instructor facilitated group will class observations.

Closure and evaluations.

Pursuant to the Americans with Disabilities act and Section 504 of the Rehab Act, students with disabilities who need reasonable accommodations for this course should contact Disability Related Services (415) 422-2613 (v/tdd) within the first week of class, or immediately upon onset of disability, to speak to a campus disability specialist and determine your eligibility for reasonable accommodations or support. Students with learning disabilities may contact Learning Disability Services (415) 422-6876. Student Disability Services at USF determine eligibility for services and accommodations. In order to be eligible for services, students must register with SDS (415) 422-2613. If you are determined eligible for reasonable accommodations, please provide me with your Verified individualized Services and Accommodations (VISA) form the SDS office, and we will discuss your options for this course. For more info, please visit: http://www.usfca.edu/sds

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University of San Francisco
School of Education
Department of Counseling Psychology
School Counseling Program

CPSY 614 Academic and Career Counseling
Spring 2011 Course Syllabus

Course Meetings: Saturdays, 8:00 a.m. - 12:45 p.m.
Location: LM 244B
Instructor: Leyla Pérez-Gualdrón
E-mail: lperezgualdron@usfca.edu (best way to contact me)
Phone: 415- 422-2456
Office: ED # 023 (Counseling Psychology Suite)
Office Hours: Mondays, 2:00 - 4:00 p.m., or by appointment

Spring 2011 SOE Teaching Weekend Schedule: January 28-29; February 11-12; February 25-26; March 11-12; March 25-26; April 8-9; April 29-30; May 6-7.

Course Overview: This course will provide an overview of theoretical and practical aspects of academic and career counseling for youth, with a special emphasis on multicultural and sociopolitical issues. We will explore key multicultural models and research pertinent to students' academic outcomes. We will also critically examine traditional career development theories, as well as major career assessment and occupation information systems.

Course Objectives:
1. Gain knowledge of career, occupational, and college counseling approaches with students.
2. Acquire knowledge of academic and career resources, and the development of effective programs for establishing academic and career plans.
3. Develop skills in applying career counseling, interest inventories, and job-seeking skills training.
4. Obtain skills in utilizing career and college resources and linking students to opportunities.

Other Learning Outcomes:
- Understand systemic factors that lead to educational inequities among youth in the U.S.
- Understand issues of diversity and access associated with academic and career counseling.
- Develop academic and career counseling skills that are culturally and contextually informed.
- Understand and critique key concepts of career development theories.
- Become familiar with career counseling tools and interest inventories.
- Apply career counseling concepts and knowledge through designing school guidance programs.

Course Format: This course will be a combination of lecture, group discussions, problem-based leaning, student presentations, and guest speakers. Your engagement in reading assigned materials for class is key for the success of the planned activities and learning.

Students with Disabilities: Pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, students with disabilities who need reasonable accommodations for this course should contact Student Disability Services (415-422-2613) within the first two weeks of this course. The office of SDS is located in the lower level of the Gleeson Library, Room 20. Visit the SDS website for specific information, guidelines, the handbook, frequently asked questions, contact information and more. **www.usfca.edu/sds/**. Main phone: (415) 422-2613; E-mail: **sds@usfca.edu**.
Students with learning disabilities may contact Learning Disability Services (415-422-6876). You may also contact me directly if you have any concerns or specific considerations.

Learning and Writing Center: The Learning & Writing Center provides assistance to students in their academic pursuits. Services are free to all USF students and include individual and group tutoring appointments, writing assistance provided by Rhetoric and Composition professors, and consultations to develop specific study strategies and approaches. The Learning & Writing Center: Cowell Hall, Room 215; 415-422-6713; www.usfca.edu/lwc.

Academic Honesty: It is expected that students complete original work while at the University of San Francisco and maintain the highest standards with regard to appropriate documentation of the work of others. At the discretion of the faculty, all work is subject to search utilizing www.turnitin.com, for plagiarism.

Plagiarism, that is, failure to properly acknowledge sources, written or electronic, used for verbatim quotations or ideas, is a violation of academic integrity. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

Course Expectations: It is expected that all students will attend and **be prepared** for all class meetings, be on time, and be actively involved in their learning process. Class participation is expected from all students (if you need assistance with this, please see me). By participating in this class, students are able to engage in learning the material, critically assess the ideas presented, and shape the focus of the class to better meet their needs. Class will become more dynamic, interesting, and rewarding as more students actively share their ideas, objections, critiques, and questions.

Respect confidentiality: Being actively involved in class and in small group activities may at times involve some level of self-disclosure. Please be respectful of everyone's confidentiality.

It is expected that students follow assignment guidelines distributed in class for each of the assignments. You may contact the instructor in advance of the deadline for clarification and guidance.

Grades

Breakdown of Evaluation

Students' final grades for the course will be determined by performance in the activities listed below. Each area will be assigned a point and percentage value of the overall grade. Percentage ranges to be used in the class are as follows for letter grades:

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

Graded Activities:

(1) Participation (20% of total grade). Participation grade includes:

d) Active participation in EACH class meeting (e.g., raising comments and active discussion with your colleagues; discussing your reactions to content in light of your professional experiences; observations from your school sites, etc.).

e) Minute papers: Throughout the semester, we will have brief writing activities that address issues raised by the readings and classes. Minute papers typically range from one to five minutes of writing time. They may address specific questions that I raise, or what you think was the most important point about a particular reading or discussion/class. Minute papers will be completed and submitted in class.

f) Group 3-2-1 papers: Another helpful way to explore course issues is to discuss them with other people. At various times during the semester we will have small group discussions focusing on particular readings, questions, or tasks. Writing exercises in class will often be incorporated into these discussions.

The following system will be used to assess in-class short writing assignments:

10 points	A thoughtful response that demonstrates you have prepared for class.
7 points	Average: The response has limitations.
5 points	Not such an impressive effort (lacks content).
2 points	A response that fails to demonstrate you have prepared for class.
0 points	No response turned in.

(2) Reading Response Papers (20% of total grade). A total of three reading response papers will be written over the course of the semester. The response papers are **not a summary** of the readings, but instead your critical analysis of the content presented in one or more of the readings assigned for each learning module. The paper must address specific reading points; it must not be so broad that you could have written your reflection without reading the material. Your critical analysis of the content should be based on your professional observations as a school counselor and/or your knowledge of critical issues in the education field as they relate to the content. Reflection papers are 1.5 to 2 pages long, double-spaced, and have one-inch margins. **Deadlines:** 02/26/11, 03/26/11, and 04/30/11.

(3) Vocational/Career Interest Assessment Report (25% of total grade). A written report of the results and analysis of the self-administered interest and personality inventories (SSI and MBTI) will be submitted. More guidelines for this assignment will be provided on a separate handout. **Deadline:** 04/09/11.

(4) Final Group Project (35% of total grade): You will work in small groups (3-4 students per group) to design, deliver, and evaluate a academic/career counseling program for elementary schools, middle schools, or high schools. Drawing upon the topics and constructs covered in this course, your group will develop this intervention. There will be two portions to this assignment: class presentation (40 points) and paper (60 points). Presentations and papers will be assigned the same grade to each member of your group. Your group will identify a need for a preventive academic/career intervention in a particular population of students, identify a system to deliver your intervention, develop a plan to evaluate the efficacy of your intervention, and articulate how you would use your data to advocate for the impact of your program. Your program should integrate developmental advocacy and multicultural issues. In-class time will be provided to work in this group assignment. More information about this project will be provided on a separate handout. **Presentation date:** 04/30/11. **Paper due date:** 05/07/11.

Extensions and Incompletes: In this class, there are no extensions or incompletes provided unless there is a very serious medical or personal emergency. Grades will reflect the work submitted.

School Counseling Program Attendance Policy: Students who miss more than 2 class sessions (10 hours or more) will receive an "F" and must retake the course. Friday evening, Saturday morning, and Saturday afternoon are each considered separate sessions. Students who miss 2 class sessions will receive a maximum grade of B-. Consistently coming late or leaving early to class counts towards an absence. Assignments for missed classes are at the discretion of the Instructor, but do not change the above grading policy.

Module I. Context and Academic Outcomes: Implications for academic and career counseling

Date	***Topics and Activities***	***Readings***
01/29	Academic/Career Counseling as social justice. Career counseling: An overview. Application: Strong Interest Inventory (SSI) & Myers-Briggs Type Indicator (MBTI) administration.	*Syllabus
02/12	Academic counseling and implications for youth - The Middle to High School Transition - Tracking - Counseling skills -Transcript Analysis A-G. Application: -YouTHS panel: California Council for Youth Relations (CCYR)	* Neil (2009) * Akos (2007) * Conley (2005) * Orfield et al. (2004) * Fine et al. (2004) * Cammarota (2004) * Blustein et al. (2010)
02/26	Context, Opportunity, and Education Outcomes: Implications counseling - Academic motivation and identification: race, culture, and the school context Application: Movie + discussion Guest speaker: Dr. Maryam Jernigan **Due: Reading Response # 1**	* Oakes et al. (2002) * Ogbu (1994) * Osbourne (1997) * Delpit (2006) * Borrero et al. (in press) * Borrero et al. (in press) *Optional*: * Gandara (2002) * McDough (2005)

Module II. Career Development Theories

Date	***Topic and Activities***	***Readings***
03/12	Overview of career occupation pathways Trait and Type Theories Application: Review of tests (SSI & MBTI) results	*Lapan (2004) ch4 & ch5 *Sharf (2010) ch 6 * Holland & Rayman (1986) *Helms & Cook (1999) * Flores et al. (2002)
03/26	-Developmental Theories: Children &Adolescents	* Sharf ch 7 & 8 * Savickas (2001)

	-Social Cognitive Career Theory -Sociopolitical Career Development. **Due: Response to Reading # 2**	*Lapan ch2 * Diemer (2006) & (2009) * Blustein et al. (2005) * Spanierman et al. (2002)
Module III. Career Counseling Tools/Practice		
Date	***Topic and Activities***	***Readings***
04/09	Academic/Career counseling and diversity Application: Career development programs in the community. Guest speaker: Shannon Cofrin Gaggero, M.A. The BUILD program. **Due: Career Assessment Report**	TBD * Rolock 2007 * Shea et al. (2007) * Blustein et al. (2002) Pope et al. (2004)
04/30	Assessment and Career Information. Preparing for work **Career Development interventions in schools: Student Final Presentations** **Due: Reading Response # 3**	*Brown (2007) ch 7, 8, 14 *Studer et al. (2006) *Solberg et al. (2002)
05/07	Electronic Resume Portfolio Wrap-up/ course evaluations Application: Alumni panel **Due: Final Paper**	Brown (2007) ch 11

Reading list references

Akos, P., Lambie, G.W., Wilsom, A., & Gilbert, K. (2007). Early adolescents aspiration and school tracking: An exploratory investigation. Professional School Counsleing, 11(1), 57-64.

Borrero, N.E., Yeh, C.J., Crivir, I., Cruz, J.F.S. (in press). School as a context for “othering” youth and promoting cultural assets. Teachers College Records.

Borrero, N.E., Yeh, C.J., Tito, P., Luavasa, M. (in press). Journal of Education.

Blustein, D.L., Chaves, A.P. & Diemer, M.A., Gallagher, L.A., Bhati, K. & Sirin, S. R. (2002). Voices of the forgotten half: The role of social class in the schooltowork transition. *Journal of Counseling Psychology, 49(3),* 311323.

Blustein, D.L., Murphy, K., Kenny, M., Jernigan, M., Perez-Gualdron, L., Castaneda, T.,…Davis, O. (2010). Exploring Urban Students' Constructions About School, Work, Race, and Ethnicity. The Journal of Counseling Psychology, 57(2), 248-254.

Blustein, D.L., McWhirter, E.H. & Perry, J.C. (2005). An emancipatory communitarian approach to vocational development: Theory, research, and practice. *The Counseling Psychologist, 33*, 141179.

Brown, D. (2007). Career Information, Career Counseling, and Career Development. 9th edition. Allyn and Bacon. Boston, MA.

Cammarota, J. (2004). The gendered and racialized pathways of Latina and Latino youth: Different struggles, different resistances in the urban context. *Anthropology & Education Quarterly, 35*(1) 53-74.

Conley, D.T. (2005). College knowledge: What it really takes for students to succeed and what we can do to get them ready. Jossey Bass, San Francisco, CA.

Delpit, L. (2006). Other people's children: Cultural conflict in the classroom. The New Press. New York, NY.

Diemer, M.A. & Blustein, D.L. (2006). Critical consciousness and career development among urban youth. *Journal of Vocational Behavior, 68(2), 220232.*

Diemer, M.A. (2009). Pathways to occupational attainment among Poor Youth of Color: The role of sociopolitical development. *The Counseling Psychologist, 37(1)*, 635.

Fine, M., Burns, A., Payne, Y. A. & Torre, M. E. (2004). Civics lessons: The color and class of betrayal. *Teachers College Record, 106*(11), 2193-2223.

Flores, L.Y., Byars, A., Torres, D.M. (2002). Expanding career options and optimizing abilities: The case of Laura. *The Career Development Quarterly 50(4),* 311-316.

Gándara, P (2002). Meeting common goals: Linking K-12 and college interventions. In: W.G. Tierney & L.S. Hagedorn: Increasing access to college: Extending possibilities for all students. SUNY Press. Albany, NY.

Helms, J. E., & Cook, D. A. (1999). *Using race and culture in counseling and psychotherapy: Theory and process.* Boston: Allyn & Bacon.

Holland, J.L. & Rayman, J.A. (1986). The SelfDirected Search. In *Advances in Vocational Psychology,* W.B. Walsh & S. Osipow (Eds).

Lapan, R.T. (2004). Career development across the K-16 years: Bridging the present to satisfying and successful futures. American Counseling Association. Alexandria, VA.

McDonough, P. (2005). Counseling matters: knowledge, assistance, and organizational commitment in college preparation, In: W.G. Tierney, Z.B. Corwin, & J. Colyar: Preparing for College: Nine elements of effective outreach. SUNY Press. Albany, NY.

Neil, N.C. (2009). Falling off track during the transition to high school: What we know and what can be done. www.futureofchildren.org, 19(1), 53-76.

Oakes, J., Rogers, J., Lipton, M., & Morrell, E. (2002). The social construction of college access: Confronting the technical, cultural, and political barriers of low-income students of Color. In: W.G. Tierney & L.S. Hagedorn: Increasing access to college: Extending possibilities for all students. SUNY Press. Albany, NY.

Osbourne, J. (1997). Race and academic disidentification. *Journal of Educational Psychology, 89*(4), 728-735.

Ogbu, J. (1994). Racial stratification and education in the U.S.: Why inequality persists. *Teacher College Record, 96*(2), 264-298.

Orfield, G., Losen, D., Wald, J., & Swanson, C. B. (2004). *Losing our future: How minority youth are being left behind by the graduation rate crisis*. Cambridge, MA: The Civil Rights Project at Harvard University. Contributors: Advocates for Children of New York, The Civil Society Institute.

Rollock, N. (2007). Race, gender and achievement Why Black girls don’t matter: Exploring how race and gender shape academic success in an inner city school. *Support for Learning, 4*, 197-199.

Savickas, M.L. (2001). A developmental perspective on vocational behaviour: Career patterns, salience, and themes. *International Journal for Educational and Vocational Guidance, 1*, 4957.

Shea, M., Pei-Wein, W.M. & Yeh, C.J. (2007). Development of a culturally specific career exploration group for urban Chinese immigrant youth. The Career Development Quarterly, 56, 62-73.

Sharf, R.S. (2010). Applying Career Development Theory to counseling. 5th edition. Brooks/Cole Cengage Learning.

Spanierman, L.B. (2002). Academic self-efficacy within a culture of modern racism: The case of Benita. *The Career Development Quarterly*. 50 (4), 331334.

Studer, J.R., Oberman, A.H. & Womack, R.H. (2006). Producing evidence to show counseling effectiveness in the schools. *Professional School Counseling, 9(5)*, 385-392.

Course Syllabus
Assessment and the Counselor
CPY 615-01
Summer 2011
Instructor: Esther A Cohen, Ph.D.
Phone (510) 864-3503, (510) 865-5776
E-mail: cohenes@aol.com

Text:
Whiston, S. (2009) Principles and Applications of Assessment in Counseling. 3rd Edition. Brooks Cole, CA.
Assigned readings will be provided

Course Objectives:

1. To obtain Knowledge about test construction, measurement, testing instruments, and their biases or limitations.
2. To gain knowledge of interpreting test results and the effective use of the information for counseling, planning, and consulting with teachers and parents.
3. To gain skill in administering, scoring, and interpreting test results to children, adolescents and parents. Skill in administering, scoring, and interpreting test results to children, adolescents and parents.
4. To develop skills in using assessment information for developing personal counseling goals.
5. To understand the functions of assessment
6. To understand basic measurement principles
7. To be able to evaluate the psychometric properties of various measurement instruments
8. To be familiar with different methods of assessment (testing, interview, checklists, direct observation)
9. To interpret and integrate test and measurement results and assessment information to consumers verbally and in writing.
10. To administer measurement instruments within the scope of counselor practice.
11. To know and understand the commonly used measures for all domains of student functioning (academic, and career assessment, cognitive functioning, neuropsychological functioning, emotional functioning)
12. To be cognizant of ethical and legal issues and multicultural issues related to assessment
13. To use assessment information to formulate case conceptualizations and recommendations

Course Requirements:

1. Attend and participate in all class meetings

2. Special Topics Assignment: Complete and present a summary of one area of assessment (e.g. intelligence) to class
3. Complete a special topics report

Course Schedule

*Articles will be assigned periodically to supplement the text

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June 3 Functions of Assessment
Basic Psychometrics

Readings: Chapters 1,2,3,4

June 4 Basic Psychometrics (con't)
Methods of Assessment
Selecting/Administering/Scoring/and Communicating Assessment Results

Readings: Chapters 5, 6,
***Clinical Interviews for Children and Adolescents**

June 17 Issues in Assessment (Ethical/Legal/Multicultural)
Achievement and Aptitude Testing
Career Assessment

Readings: Chapters 8,9,14,15
Appendix B, Appendix C, Appendix D, Appendix E
***Multicultural Assessment**

June 18 Intelligence and General Ability Testing
Neuropsychological Testing
Behavioral Assessment

Readings: Chapter 7
***Behavior Assessment**
*** Neuropsychological Assessment in Schools**

July 8 Diagnosis and the DSM IV –TR and Proposed Changes for the DSM V

Assessment of Emotional Functioning
Assessment of Personality

Readings: Chapter 10, 12

July 9 Case Conceptualizations and Applying Assessment Information
Assessment Report Due

Readings: Chapter 13

In-Class Activities:

Test Construction- Students will select a construct, define the construct, obtain construct validation from peers. They will generate items (10) and describe how they will assess the psychometric properties of the instrument (reliability, validity). They will develop administration and scoring criteria.

Interviewing Skills/Administering Tests- Students will role-play conducting interviews and administering various checklists.

Interpreting/Communicating Test Data: Students will be given a youth's scores on various testing instruments and will be asked to interpret the data and in role play, communicate the meaning of the data to consumers.

Understanding Academic and Psychological Reports: Students will read various triennial assessments of students with special needs and present a summary to their classmates to ensure comprehension of testing reports conducted by other practitioners.

Using assessment data for case conceptualization, and recommendations
Students will review a variety of case studies and use the assessment data to create a case formulation and to make a set of recommendations

Write-up of Assessment for Specific Area of Functioning:
Students will complete a paper that is a more in depth review of the issues in assessment in a specific area of functioning

Grades
Grades will be determined as a function of points earned for each of the class requirements.

Attendance and participation: 450 points

Summary and Presentation of Assessment for Specific Area of Functioning: 300 points

Assessment Report or Write-up of Special Topic Presentation: 250 points

Total: 1000 points

*If you miss a class you are responsible for obtaining the material covered in class. According to school policy, missing more than 2 classes results in a failing grade.

Students with Disabilities

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at 415 422 2613 within the first week of class, or immediately upon onset of disability to speak with a Campus disability specialist and determine you eligibility for reasonable accommodations or support. If you are deemed eligible for reasonable accommodations, please provide me with you Verified Individualized Services and Accommodations (VISA) form from the SDS office, and we will discuss your options for this course. For more information, please visit: http://www.usfca.edu/sds.

616: Counselor as Researcher
Syllabus
Summer 2011

Professor: Christine Yeh, Ph.D.
Phone: (415) 422-2347
Email: cjyeh@usfca.edu
Office location: CPY 024
Office hours: By Appointment
Location: Room 10 SOE

Course Description:
The course is a practical introduction to quantitative and qualitative research in education and psychology. It includes an overview of the following topics: basic research design, ethics in research, evaluating counseling programs related to schools and families, critical analysis of published research, interpreting research findings to inform interventions and programs in schools, and the use of computer technology for accessing information, and presenting and disseminating research. Classes will follow a seminar format consisting of lecture, in-class writing, in-class research, group activities, discussion, student presentations, and individual conferences.

Course Objectives:
By the end of the course, students will be able to:

1. Identify strengTHS and weaknesses for the basic qualitative and quantitative research designs
2. Read and critique published research in the school counseling, psychology, and education professions
3. Conduct a school-based needs assessment for counseling and support services
4. Develop a comprehensive program evaluation of counseling and support services in schools
5. Be able to apply research outcomes to prevention and intervention development in schools
6. Present research findings to students, parents, school staff, and community stakeholders for program planning and development
7. Develop a research proposal using qualitative and quantitative methods
8. Understand ethical issues related to conducting research

Course Requirements:

1. Attendance
2. Reading, research, presenting, critically analyzing, and discussing material
3. Ten minute presentation on research topic
4. Meetings with instructor about your proposed study outside of class as needed
5. Twenty minute final presentation of research proposal

Assignment 1: Research topic and presentation

Write a 3-5 page paper (including references in APA format) describing the research topic you would like to propose (5-7 pages if working with a partner). In this paper include the following:

a) What is the topic?
b) Why did you choose this topic? Why is this an important topic? How does this topic relate to your personal and professional experiences as school counselors or in general?
c) What are your biases, assumptions and hypotheses, if any, related to this topic?
d) Review at least 3 research articles related to this topic (6 if working with a partner). What are the main themes that emerge from these articles?
e) Include 2 additional sources of information (i.e. website, relevant document, personal communication, fieldnotes, etc.).
f) References

Presentation
You will provide a 10 minute in-class presentation of your topic addressing the issues listed above (20 minutes with partner). In this presentation include questions or areas you would like the class to help you work on (for example, why is the research inconsistent? How can you narrow this topic?)

Assignment 2: Research proposal and presentation

Write a 5-7 page paper (including tables, references, handouts) describing your research proposal. The 5-7 pages are in addition to the previously written assignment. In this paper include the following:

a) Any additional relevant background information, research studies, helpful statistics on the topic to provide background information
b) How did you go about studying this topic? What methods did you use and why?
c) Hypotheses, preconceptions
d) Describe and/or give examples of your data collection strategies such as:
   --interview protocol with at least 10 sample questions
   --survey with at least 10 survey questions
   --focus group questions
   --a simple experiment description
   --a description of an ethnographic approach

--an observation of a class
--a description of a case study approach (for example, which case would you select, how would you select this, what you would look at, other sources of information about the case)

e) Analyze your data (i.e. demographic, quantitative, qualitative) and provide a description and summary of your results using at least one table.

f). Discussion your results. How do you make sense of your findings? What are the limitations of your current methods? What could you have done differently? This section needs to include one quantitative and one qualitative method in addition to your current method that you could have used for this study. What would these methods have helped you uncover?

g). What are the implications of your study for future school counseling intervention and research

h). Describe how you would disseminate this information to meaningful stakeholders

f) Full reference list in APA format

Presentation

You will provide a 20 minute in-class presentation of your research project addressing the issues listed above. This presentation should be interactive. For example, you may have the class engage in one of your research methods and provide feedback, or use role play, or direct an in-class exercise. There will be class time devoted to working on these projects.

Course Evaluation:

1. 25% Class participation (reading, writing, presenting, and discussing)
2. 25% Assignment 1: Research topic with brief literature review (due 8:30 AM on 6/11) and 10 minute presentation
3. 20% Quizzes (#1 and 2 on 5/27 and 6/10)
4. 30% Assignment 2: Final research paper with 20 minute presentation (due 6/25)

Attendance:

Friday evening, Saturday morning, and Saturday afternoon are each considered separate blocks of time for this class. Missing more than one block of time will impact your grade. Make-up assignments are required for each block of time missed. Students are responsible for obtaining any missed notes, handouts, and materials. Students who miss two blocks will receive a maximum grade of B-.

Missing three blocks of time will require re-taking the class.

Required Textbook:

Dimmitt, C., Carey, J. C., Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices.* Thousand Oaks, CA: Sage Press.

Young, A. & Kaffenberger (2009). *Making data work, 2nd ed.* (2009) Alexandria, VA: American School Counseling Association.

Tentative Articles:

1. Carter, P. (2006). Straddling boundaries: Identity, culture, and school. *Sociology of Education, 79,* 304-328.

2. McLaughlin, L., Laux, J., & Pescara-Kovach, L. (2006). Using multimedia to reduce bullying and victimization in third-grade urban schools. *Professional School Counseling, 10,* 153-160.

3. Rowell, L.L. ((2006). Action research and school counseling: Closing the gap between research and practice. *Professional School Counseling, 9,* 376-384.

4. Stevick, E. & Levinson, B. (2003). From noncompliance to Columbine: Capturing student perspectives to understand noncompliance and violence in public schools. *The Urban Review, 35,* 323-349.

5. Ware, W.B. & Galassi, J.P. (2006). Using correlational and prediction data to enhance student achievement in K-12 schools: A practical application for school counselors. *Professional School Counseling,* 9, 344-356.

6. Yeh, C. J. (2001). An exploratory study of school counselors’ experiences with and perceptions of Asian-American students’ concerns. *Professional School Counseling*, *4*, 349-356.

7. Yeh, C. J., & Arora, A. (2003). Previous multicultural training and interdependent and independent self-construal as predictors of universal-diverse orientation among school counselors. *Journal of Counseling and Development, 81*, 78-83.

8. Yeh, C. J., Kim, A. B., Pituc, S. T., & Atkins, M. (2008). Poverty, loss, and resilience: The story of Asian immigrant youth. *Journal of Counseling Psychology*, *55*, 34-48.

CLASS SCHEDULE: Topics and Assignments:

5/27/11 5:00-9:45 Block 1

Module 1: Beginning the Research Process

- Overview of the course
- Commons myTHS and fears about research
- Introduction to qualitative and quantitative research
- Why is research important in the field of school counseling?
- Mixed methods

Reading due Block 1**:** Making Data Work (2nd Edition)
Quiz: Making Data Work and Lecture

5/28/ 8:30-5:00 Blocks 2 and 3

Module 2: Qualitative research

- Developing a great research question
- Literature search and review
- Qualitative methods
  - Field notes
  - Interviewing
  - Coding

Reading for Blocks 2 and 3: Chapters 9-10 from Vierra, Pollock & Golez (1998);

Yeh, C. J., Kim, A. B., Pituc, S. T., & Atkins, M. (2008). Poverty, loss, and resilience: The story of Asian immigrant youth. *Journal of Counseling Psychology, 55,* 34-48.

6/10/11 5:00-9:45 Block 4

Module 3: Quantitative research

- Variables and hypotheses
- Operational definitions and measurement validity
- Partner work on topic presentations and papers (due 6/11)

Reading for Block 4: Evidence based school counseling Chapters 1-3
Quiz 6/10

6/11/11 8:30-5:00 Blocks 5 and 6

ASSIGNMENT 1 DUE: 5-7 page paper on research topic and presentation

Module 4:Survey design and basic statistics

- Classic research design problems
- Research design
- Partners present research topics and receive class feedback

Reading for Block 5: Evidence based school counseling Chapters 4-9

6/24/11 5:00-9:45 Block 7

Module 5: External validity

- Research design
- Partner work on topic proposal papers and presentations (due 6/28)

Reading for Block 7: Evidence based school counseling Chapters 4-9

6/25/08 8:30-5:00 Blocks 8 and 9

ASSIGNMENT 2 DUE: 10-14 page paper (5-7 pages in addition to assignment 1) on research proposal and presentation to class

Module 6: Ethics in research

- Research and the school counselor
- Partners present research proposals
- Course evaluations
- Program evaluations
- Concluding remarks

Video for Block 8: The Stanford Prison Experiment, AS

Students with Disabilities

Pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, students with disabilities who need reasonable accommodations for this course should contact Disability Related Services (415-422-2613, v/tdd) within the first two weeks of this course. Students with learning disabilities may contact Learning Disability Services (415-422-6876). You may also contact me directly if you have any concerns or specific considerations.

University of San Francisco
School of Education
School Counseling Program

CPSY-617-01 Consulting with Schools
Summer 2011

Instructor: Curtiss Sarikey, L.C.S.W., P.P.S.C.
Phone: 415-806-5287
Fax: 415-242-2618
Email: cmsarikey@usfca.edu ***or*** curtissarikey@sbcglobal.net

General Description

This course is designed to provide an overview of the complex role a school counselor plays within a school system. The focus of this class will be on developing, implementing and evaluating a comprehensive counseling and guidance program according to the needs of schools and on coordination strategies which build collaborative partnerships among school staff, parents and community resources to enhance student and staff support services. Organizational structures of the district office, school administration and counseling department will be examined to better understand both the governance which dictates policy and leadership required to be an effective change agent. The focus of the course is building students' capacity to affect systems change to meet the needs of all students. The American School Counselor Association Framework will provide the principles guiding the above considerations. All course objectives align with the ASCA National Standards.

The course includes lectures, discussions of selected readings, group work, research on selected topics, student presentations, and interactions/dialogue with professional educators in the field.

Objectives

1. To gain knowledge of consultation principles and strategies for working with school systems.
2. To acquire knowledge of collaborative approaches to coordinating programs and services for students.
3. To obtain knowledge of comprehensive counseling and guidance services, and school and community resources to meet student needs.
4. To gain skills in collaborating with school staff to coordinate services for students needs.
5. To develop skills in consulting with school staff to develop counseling services and/or programs for student support.

6. To develop an understanding of the organizational structures of districts, school sites, and counseling departments, the cultures created within, and the collaborative relationships necessary to provide support for students and staff
7. To examine educational governance to better understand the impetus, interpretations and implementation of school regulations and policies
8. To evaluate existing comprehensive guidance and counseling programs for effectiveness, and create strategies for the streamlining and development of services as dictated by changing needs and resources
9. To review effective collaboration and team building strategies among staff, to best utilize all resources within a school system for student and staff support, including the involvement of family and community
10. To examine effective consultation models and strategies for working with school administrators for better delivery of support services
11. To reinforce the vision and realities of counselors as change agents within the school and broader community. Effective leadership, customer service, and facilitation strategies therein are examined
12. To examine the counselor's roles in issues of school safety, discipline and ADA

Course Requirements

Regular attendance is a must. The instructor must be notified in advance if class time must be missed. All assignments must be completed. Non- excused or multiple absences will negatively effect student grades. With few urgent exceptions, students who miss an entire teaching weekend, or the accumulative equivalent, will not pass this course.

Complete all reading and writing assignments and demonstrate an understanding of course material through active participation in class discussions, individual and group work.

Individual presentations on selected topics to be delivered at scheduled time

Course Assignments and Grades

Graded Assignments

1. Attendance and active participation in class discussions and activities = 30%
2. Know your community: CBO connection & presentation = 20%
3. Educational governance topic research paper & presentation = 20% **OR**
   Review & presentation of selected guidance curriculum = 20%
4. Systems change/school reform journal article/book review = 30%

Grade Computation
A+ = 100-97%; A = 90-96%; A- = 88-89%
B+ = 85-87%; B = 80-84%; B- = 78-79%
C+ = 75-77%; C = 70-74%; C- = 68-69%
D+ = 65-67%; D = 60-64%; D- = 58-59%

F = 57% or less

Students with Special Needs

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at 415 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a campus disability specialist and determine your eligibility for reasonable accommodations or support. If you are determined eligible for reasonable accommodations, please provide me with your Verified Individualized Services and Accommodations (VISA) form from the SDS office, and we will discuss your options for this course. For more information, visit: http:/www.usfca.edu/sds. Students with Learning Disabilities may contact Learning Disability Services at (415) 422-6876.

Schedule of Class Topics & Assignments

Session 1 – May 27

- **Models and practices for school consultation**
- Overview of course and assignments
- *Richard Curci, Principal, Everett MS, SFUSD "a case study"*

Session 2 – May 28

- **District-wide systems change AND site level systems change**
- Readings: Chapter 8 from Kampwirth, Thomas J. (2003). Consultation in the schools: Systems-Level Consultation – The Organization as the Target of Change. Columbus, OH.

Session 3 – June 10

- **Consulting for systems change, school reform based on social justice**
- **Due: CBO Connection description and presentation**
- *Dialogue with Richard Carranza, Deputy Superintendent,SFUSD, about systems change/school reform based on principles of social justice and equity*
- Readings*:* Bryk, Anthony S. Consortium on Chicago School Research, The Essential Supports (handouts)

  Leuwerke, W.C., Walker, J., & Shi, Q. (2009). Informing Principals: The Impact of Different Types of Information on Principals' Perceptions of Professional School Counselors. ASCA Professional School Counselor, 12:4, 263-271.

Session 4 – June 11

- **Due: CBO Connection description and presentation**
- A customer service approach in the school setting
- *Regina Piper, Supervisor, SFUSD, Special Education Department*

- Readings: Hernandez, T. J. & Seem, S. R. (2004). A Safe School Climate: A Systemic Approach and the School Counselor. ASCA Professional School Counselor, 7:4, 256-262.

Session 5 – June 24

- **Due: Guidance curriculum review OR Educational governance paper and presentation**
- *Dinah Consuerga, Executive Director, Office of Parent Engagement*
- *Jamie Harris, Deputy Director, New Day for Learning/Community Schools*
- Readings: Noell, G.H. & Gansle, K.A. (2009). Moving from good ideas in educational systems change to sustainable program implementation: coming to terms with some of the realities. Psychology in the Schools, vol. 46(1), 78-88.

Session 6 – June 25

- **Due: Systems change literature review paper and presentation**
- *Kerri Berkowitz, Coordinator, SFUSD Restorative Practices Initiative*
- Readings: Johnson, S.J. & Johnson, C.D. (2003). Results-Based Guidance: A Systems Approach to Student Support Programs. ASCA Professional School Counseling, 6:3, 180-184.

- Other readings as assigned
- Facilitation skills will be presented throughout the course.

Law and Ethics in School Counseling
CPSY 618

Fall 2011

Instructor: **Dr. Nancy Rosenbledt** Time: **S 1-5:15 P.M. (8/20 – 2:30-3:55 P.M.)**
Phone: (650) 574-6993 **Dates:** 8/ 27, 9/10, 9/24, 10/15, 10/29, 11/5, 11/19, 12/3
E-mail: nrosenbledt@yahoo.com or nsrosenbledt@usfca.edu **Room:** LM 345

Counseling Psychology Department: School Counseling/PPS

Course Description

This course will provide students with knowledge of ethical standards and practices of the school counseling profession, current legal mandates affecting students and the delivery of competent counseling services. Students will learn the range of ethical and legal issues involved in providing students services such as safeguarding confidentiality, reporting abuse and neglect, collaborating with and assisting parents/guardians, teachers, administrators, handling threats to self and/or others, attendance and truancy, student records, technology, violence in school, and special education laws. Activities, reports, case studies, and discussions will provide opportunities to apply ethical standards and address legal issues specific to school counseling situations.

Course Objectives

At the end of the course, students will be able to demonstrate knowledge of and:

1. acquire an awareness of the history of counseling in the United States (ASCA Ethical Standards, 2010; Preamble).
2. understand and be able to apply ethical principles and standards for school counselors (ASCA Ethical Standard School Counselors, 2010 & CA Standards for the School Counseling Profession).
3. identify laws pertinent to students in the delivery of school counseling services.
4. demonstrate knowledge and skills in applying ethical practices and legal mandates and addressing potential ethical conflicts within the school setting (ASCA Ethical

Standard School Counselors, 2010 & CA Standards for the School Counseling Profession).

5. learn the fundamental practices of school counseling and responsibilities of the school counselor at the elementary, middle, and high school levels (ASCA, Standards A - D, 2010; CA Standards, 1-5).

6. demonstrate awareness of professional associations, the requirements for professional development, and current trends in the field of school counseling (ASCA Standards F & G, 2010; CA Standard 6).

7. learn the standards for practice in counselor education and supervision, and effective models of supervision and mentoring (ASCA Standard F.3).

Required Text

Stone, C. (2009). *School counseling principles: Ethics and law, Second Edition.* Alexandria, VA: American School Counselor Association (ASCA).

AND

American School Counselor Association (2011)*: ASCA school counselor and Professional school counseling:* Please read additional handouts and articles assigned or distributed in class as relevant to particular topics.

Course Requirements and Student Evaluation

Attend class sessions and participate actively in activities and discussions.

Arrive on time**:** At the graduate level it is expected that students arrive on time. Chronic lateness will affect the overall class participation grade.

Professionalism and Attendance

A climate of cooperation should permeate this course. However, for cooperation to be effective there has to be an atmosphere of mutual respect. Professionalism is reflected in appropriate class behaviors, work ethics, and adequate completion of the course assignments. Professionalism will go a long way in establishing respect from fellow students and the instructor.

Due to the interactive nature of this class, attendance for the entire class period is crucial to success. Material missed due to class absence is your responsibility. Due dates on assignments are printed in the syllabus. There will be no make-ups on missed class work. If you are not in class, you cannot earn points. "Letting me know" that you will not be able to attend class does not exempt you from turning in written assignments.

You are expected to offer salient comments during class and be prepared to answer questions. If you are absent due to illness or documented extenuating circumstances, you are required to submit a summary (2 pages; double spaced) covering the main points in the chapters missed or provide answers to one of the questions from the chapters (Chapter components: *Getting Started: What Would You Do? or Making Connections*). You need to make such arrangements prior to the next class period.

Note: ***Please be informed that absences equivalent to 2 class sessions will result in a final grade of no greater than a B-. Three missed classes will result in a failure to pass and require you to retake the class.***

Academic Honesty
USF and the School of Education expect students to be honest in their academic work. Academic dishonesty is viewed as an ethical issue and a violation of the principles of social justice and personal responsibility as expressed and stated in our Mission and Goals. Students must refrain from plagiarism, cheating, and collusion in connection with examinations/papers and must acknowledge fully all sources and all assistance received in work submitted to the instructor for evaluation.

In the event of academic dishonesty in class assignments or examinations, the instructor will normally assign an “F” with no possibility of making up the grade by means of additional work. Additional information on the policy and procedures regarding Academic Dishonesty are available in the USF General Catalog.

Withdrawal from Class
USF has set deadlines for withdrawal from any course. These dates and times are published for each semester. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Course Assignments

# 1: SELF INVENTORIES & SCHOOL FORMS 50 pts.

Self-Inventories are due each class session as indicated on the syllabus and *Reader Activities are required readings **(See Blackboard Reader)** to be used in class discussions.

Obtain a copy of the following forms or brochures from site placement or district office to be used and shared in class discussions:

- ☐ Informed Consent Form for individual and group counseling
- ☐ Suspected Child Abuse Reporting and Procedures
- ☐ Suspension/Expulsion
- ☐ Incident Report
- ☐ Witness Forms
- ☐ Sexual Harassment Complaint
- ☐ Administrative Expulsion Review Panel Referral

- ☐ Checklist for Expulsion Case Review
- ☐ Community Mental Health Services Form
- ☐ Record of Access to Student Confidential File
- ☐ Student Referral for Special Ed. Assessment
- ☐ Parent/Guardian Notification of Referral to Special Ed. Assessment (Assessment Plan)
- ☐ IEP Review/Manifestation Determination
- ☐ Behavior Support Plan
- ☐ Student Support Forms Student Success/Study Team (SST)
- ☐ 504 Special Accommodations (Rehabilitation Act of 1973)

#2: REFLECTION/RESPONSE PAPER 15pts./each

Due September 10, 24, and October 29, 2011

Students will complete 3 reflection papers based on readings, presentations, and activities. Students will select to respond to either **Getting Started: What Would You Do?** (beginning of each chapter) or **Making Connections** (end of each chapter) to respond to in a brief (minimum 2-page, double-spaced) reflection paper due on the specified date in the course outline. Students will demonstrate knowledge of the reading materials and class activities/presentation by citing references in their papers and using APA style of writing.

# 3: GROUP DRAMATIZATION OF SCENARIO 50 pts.

Due October 15, 2011

Role play and discuss the counselor's liability-legal and ethical issues of the following situation: About 30 minutes after the dismissal bell rang on Friday, a counselee reported to you that a group of students were meeting in Lincoln Park today at 4:00 for a big fight. "Someone is going to be hurt because they will have weapons." You didn't think anymore about it and went home for the weekend. Several students suffered serious injury requiring medical emergency services-a broken arm, a 3-in. gash on the head, and wounds back of the hip area. As you enter the school building on Monday, parents, relatives, district personnel, and regular city police officers are waiting to see you.

#4: INDIVIDUAL OR GROUP ASSIGNMENT 100 pts.

Due November 5 or November 19, 2010

Conduct a literature search on the ethical issues and legal mandates/statutes (law) affecting school counselors on a student concern of interest and choice. Discuss the legal and ethical procedures to consider while creating a plan to help the student succeed and help students learn and enhance their ethical standards. Write a minimum five-page paper for presentation to the class. You may want to use Chapter components (*Getting Started: What Would You Do?; Working Through Case Studies; Making Connections)* and any of the articles/handouts discussing the legal and ethical issues presented and the benefits to school counselors. Your critical analysis and synthesis should be reflective and responsive of your honest and authentic thinking process. Reference your readings and class discussions in APA writing style. Use at least three (3) sources.

* **See Handout**: APA 5th Edition "Cheat Sheet"

#5: FINAL EXAM **55 pts.**

Due December 3, 2011

Take An Ethics Quiz for School Counselors in Class

Take-Home Reflection Question and Case Discussion

Jeopardy Game

Course Schedule

August 20, 2011
Introductions: Ice Breaker Activity – "People Scavenger Hunt." Take an Ethics Self-Assessment Inventory for the Helping Professional.
Review: Syllabus-Objectives and Requirements.
Handouts: "Ethics and Law for the School Counselors;" "Ethical Standards for School Counselors."

Aug. 27: LAW & ETHICS OVERVIEW & HISTORY
Read Chapter 1: Introduction to Legal and Ethical Issues
Self-Inventory Due: "Professional & Ethical Issues"
Activities: Presentation by Instructor: Law & Ethics Overview & Review the History of Counseling
Ethical Counseling in the Schools: Case Examples & Group Activities.
***Reader Activity**: "The Roots of the Profession" – pp. 13-21

Sept. 10: PROFESSIONALISM & NEGLIGENCE
Read Chapter 2: Professionalism & Chapter 4: Negligence
Activities: Presentation by Instructor: Case Examples, Small Group Activities.
Self-Inventory Due: Relationships
Due: Reflection Question #1

Sept. 24: CHILD ABUSE & SEXUAL ACTIVITY LAWS
Read Chapter 6: Child Abuse & Chapter 8: Sexually Active Students
***Reader Activity:** "Rape, Statutory Rape, and Child Abuse"- pp. 141-147
Self-Inventory Due: Confidentiality
Activities: Presentation by Instructor: Guest Speaker CPS, Child Abuse Reporting, & Case Examples
Due: Reflection Question #2

Oct. 15: VIOLENCE & SEXUAL HARRASSMENT
Read Chapter 10: Bullying, Violence, and Criminal Activity & Chapter 9: Sexual Harassment
Activities: Presentation by Instructor, Scenario, & Group Dramatizations
Due: Group Dramatizations

Oct. 29: FERPA & OBLIGATIONS TO THE COURT
Read Chapter 3: Family Education Rights and Privacy Act & Chapter 5: Obligations to the Courts
***Optional- Read** Chapter 7: Individual and Group Counseling and Classroom Guidance
Self-Inventory Due: Rights and Responsibilities
Activities: Rights & Responsibilities Cases for Discussion
Due: Reflection Paper #3

Nov. 5: ADVOCACY ETHICS
Read Chapter 12: Ethics of Advocacy
***Reader Activities**: "Ch. 7: The Developmental School Counselor as Educational Leader" – pp. 368-375; "Ch. 15: School Counselors and Special Needs Students" – pp. 376-384; "Advocacy Competencies for Professional School Counselors" – pp. 394-400
Self-Inventory Due: Values
Activities: Presentation by Instructor & Forms: SST-Student Success/Study Team (SST), 504 Plan & Special Ed.
Due: Individual/Group Paper Presentations

Nov. 19: SEXUAL MINORITY STUDENTS & DIVERSITY
Read Chapter 11: Gay, Lesbian, Bisexual, and Transgender Students
***Reader Activity:** Ch. 14: Counseling Gay and Lesbian Students"- pp. 308-314 and Ch. 12: "The Counselor's Role in Teaching Students to Value Diversity – pp. 315-327
Self-Inventory Due: Multicultural Identity and Diversity Issues
Activities: Presentation by Instructor on Diversity & Advocacy
Due: Individual/Group Paper Presentations

Dec. 4: FINAL EXAM & EVALUATIONS
Self-Inventory: "Final Self-Assessment
Activities: Ethics Quiz & Jeopardy Game
Final Evaluations
Due: Take Home Final Exam Reflection Question and Case Discussion

Grading

Grades will be based on required assignments:

- ❑ Forms, Brochures, and Self Inventories = 50 pts.
- ❑ 3 Reflection Papers x 15 pts. = 45 pts.
- ❑ 1 Group Dramatization = 50pts.
- ❑ 1 Paper Presentation = 100 pts.
- ❑ 1 Final Exam = 55 pts.
- ❑ **Total = 300 pts.**

All assignments must be in the form of a hard copy. **E-mail versions will not be accepted**. All assignments must be typed and double-spaced, using no larger than 12-pt. font or smaller than 11-pt. font. Assignments are due on the date specified. **No late assignments please**. I will not grant extensions with great frequency or great leniency. However, if you know that extenuating circumstances will prevent you from turning in an assignment on time, please notify me as far in advance as possible – **not the night before a deadline**.

I expect students to produce graduate level writing, which includes pertinent content, organization, mechanics, grammar, references, and editing prior to the submission of assignments. I will allow for only one resubmission of an assignment upon my evaluation and agreement that the assignment needs revision. Papers will be downgraded for proofreading errors and/or failure to edit properly that undermines respective components of the final grade.

Incomplete (I) Grades

Incomplete (I) grades may only be issued after consultation with, and approval by instructor. An Incomplete Grade/Course Completion Form must be filled out, signed by both the student and instructor, and submitted to the Dean's Office. Incomplete (I) grades will automatically be changed to a Failing (F) grade after one full semester unless the Incomplete Grade/Course Completion Form stipulates a longer period of time. The instructor must request the continuation of the incomplete grade remain in the subsequent semester. If the Incomplete Grade/Course Completion plan is not completed within the agreed upon timeframe, the Failing (F) grade will stand and the student must re-enroll in the course.

Participation

This class will constitute a supportive but challenging community. To this end, you must come to class prepared to participate fully in class discussions and activities. Write in the margins of your assigned texts or take notes when you bring them to class for discussion, and be prepared to offer your thoughts and/or questions about those texts and reflections.

- ❑ **Cellular/Digital Phones and Paging Devices:** Please turn off all cellular/digital devices during class. Also, while Facebook, Twitter and other social networking sites are a part of technology, I will ask that you make sure not to use them once class begins.
- ❑ **Computer Use**: In the classroom, **the instructor allows students to use computers only for class-related activities**. These include activities such as taking notes on the

lecture/discussion underway. If students use their computers for other activities or abuse the equipment in any way, at a minimum, the student will lose participation points toward the final grade.

Disability Rights

Pursuant to the American with Disabilities Act and Section 504 of the Rehabilitation Act, students with disabilities or disabling condition, (SDS) at 415 422-2613 within the first week of class, or if you think you may have a disability, please contact USF Student Disability immediately upon onset of disability, to speak with a campus disability specialist and determine your eligibility for reasonable accommodations or support. If you are determined eligible for reasonable accommodations, please provide me with your Verified Individualized Services and Accommodations (VISA) form from the SDS office, and we will discuss your options for this course. For more information, please visit: http://www.usfca.edu/sds

Student Privacy Statement

At times, students may disclose personal information through class discussions. It is expected that the class will respect the privacy of their classmates. The information disclosed in the class will not be repeated or discussed with other students outside of the course.

Disclaimer

This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

UNIVERSITY OF SAN FRANCISCO

School of Education
Counseling Psychology

CPSY 619 Fieldwork Practicum
FALL 2011

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Day and Time: 5:00pm – 8:00pm (9/16, 9/30, 10/21, 11/11)
Instructor: Dr. Claudia Aguilar
Office Location: Counseling Psychology Office
Phone: (510) 205-7385
E-mail: cAguilar@usfca.edu
Office Hours: By appointment 4:00pm – 5:00pm (9/16, 9/30, 10/21, 11/11)
Contacting Instructor:

- Best via e-mail, will try to respond by end of following day (Monday – Friday)

COURSE DESCRIPTION

This 1 unit course is the initial practicum designed to provide students the with guidelines and standards regarding field experience activities and minimum hours required for the Pupil Personnel Services Credential and Master's Degree in Counseling (with a specialization in Educational Counseling). This is the introductory practicum for the candidate to gain an understanding of the professional expectations of a school counselor who works in diverse K-12 educational setting. Practical experiences in counseling and guidance activities are under the supervision of site and university personnel in approved settings. The instructor maintains frequent contact with the mentor counselor or site supervisor.

The instructor and candidates are partners in this learning process. The class meetings provide the candidate with an opportunity to examine, on a personal level, individual qualities that may enhance or impede this work. This class focuses on the practical application in the school environment of theoretical and methodological foundation taught in the core curriculum. The seminar setting provides the group a forum in which members can give and receive feedback regarding counseling issues and concerns.

The major focus will be to provide additional counseling tools and information not typically covered by the core curriculum but critical to the delivery of school counseling services. Emphasis is on personal and professional development as school counselors. The instructor will act as a resource and guide using his/her experience as a practicing school counselor to assist the students' learning process. Through assignments and discussions, students will begin to reflect upon their fieldwork experiences and discuss underlying philosophy, theoretical foundation, comprehensive requirements and developmental nature of K-12 school counseling.

STUDENT LEARNING OUTCOMES

Through this course, students will:

1. begin to explore their philosophy and/or theoretical approach to counseling, particularly with regard to the setting in which they intend to practice;
2. practice developing and assessing manageable and measurable learning goals;
3. gain experience and confidence in working as a school counselor within a school system;
4. discuss experiences and issues from the field-based setting and receive direct feedback from the instructor and class to foster the development of professional skills and competence;
5. explore cultural, social, and economic contexts in which students and families live and learn and how these factors can affect their educational experiences;
6. become familiar with school and community resources benefiting students, families, and schools;
7. become familiar with common education jargon;
8. become familiar with model counseling department calendar / year-round duties;
9. become familiar with college exploration and application timelines (for 9th – 12th graders);
10. critically evaluate their work as school counselors-in-training;
11. understand the American School Counselor Association's (ASCA) Ethical Standards for School Counselors and ASCA's National Model (framework for school counseling programs)
12. understand current trends in the profession;
13. learn differences between the role of a school counselor and a therapist;
14. compare and contrast counseling roles at the elementary, middle, secondary, and post secondary levels; and
15. learn the role and responsibilities of all school personnel on site and at the district level.

TEACHING PRINCIPALS & INSTRUCTIONAL METHODS

The following teaching principals drive course sessions:

Goal-based: Sessions are designed to support the students' ability to acquire/achieve the learning outcomes stated above.
Research-driven: All strategies demonstrated and practiced during sessions are based on current research.
Developmental: Topics/issues/practices raised will be revisited throughout the semester.
Experiential: Students will actively apply theory through course activities and assignments.
Instructional methods and activities will include: lecture, discussion, group activity, presentations, reflection, and writing.

READINGS

Managing your School Counseling Program: K - 12 Developmental Strategies, Joe Wittmer, 3rd Edition

Students will periodically receive articles and handouts to read/review on topics such as: Ethical Standards for School Counselors, ASCA National Model, role of the professional school counselor, history of counseling, school counseling trends, graduate student and professional perspectives.

Syllabus is subject to modification at the discretion of the instructor.

COURSE REQUIREMENTS AND STUDENT RESPONSIBILITIES

7. **YOU keep original documents!** Give me COPIES of documents. I will submit necessary documents to department secretary (to be included in your file).

8. **Attendance, Punctuality and Participation**
   All of the above are critical to learning and success in this class. Since the major focus of this seminar involves discussing and brainstorming solutions to typical school counseling issues, students are expected to **attend every class meeting and present counseling issues or incidents for discussion**. The instructor must be notified in advance if a class will be missed. A student's final grade will be affected negatively by unexcused absences.

3. **Fieldwork Placement** Although the University may assist candidates in finding a suitable placement, students are ultimately responsible for securing a suitable placement working with school-aged K-12 children (in accordance with the requirements outlined in the Educational Counseling Manual). When the candidate is accepted into the practicum, he/she enters into an agreement with the site and the University regarding expected professional behavior and conduct.

4. **School Site Agreement Contract**: (Appendix G – pg. 21) Agreement between EDCO & PPS Program completed and signed by the candidate and mentor counselor.
   Deadline: 9/16

5. **100 Practicum Experience / Fieldwork Weekly Log Sheets – Pg. 20**
   Students must complete a minimum of 100 hours of practicum experience in a diverse, K-12 school setting, working directly with students and supervised by a PPS-credentialed counselor. The mentor counseling must have at least two years of experience and must agree to supervise the candidate for a specific period of time (usually two semesters). During this semester candidates will complete 100 hours of practicum experience. Students will keep track of their hours through **Fieldwork Weekly Log Sheets.** During the four subsequent semesters a total of 600 hours of fieldwork will be completed as outlined in the manual. PPS Trainees and Interns must complete their work in at least 2 of 3 grade levels (elementary, middle or high school). **Deadline:** Weekly Hour Log Sheets are due on (9/16, 9/30, 10/21, 11/11)) and 12/20* (keep copies) – Supervisors do not need to sign until the end of the semester.

6. **Journal Entries**: Students will write thoughtful and reflective journals describing your growth process thus far. Journal should include very little detail of your day-to-day duties/projects. The focus of the journal should be on your growth process, new discoveries, new insights, new challenges, etc. Journal entries should be the equivalent of

2 pages (double spaced – 12 pt. font). See template provided.
Deadline: (9/16, 9/30, 10/21, 11/11)) and 12/20*

7. **Individual Learning Goals:** Develop and present to the university supervisor a written statement of individual learning goals (3-5) for the fieldwork experience. Goals should be challenging, specific, and should be in at least 3 of the 5 goal categories (described in class). Brainstorming will be done in class (9/16). **Deadline:** Finalized product should be brought to session 2.

8. **School/Community Profile** – Part I: (1-2 page outline) Gather information/data regarding school and community (including but not limited to) history, demographics, school API score, school resources (clubs, academic preparation, etc.), and community resources (educational, health, immigration, etc.). Part II: (1 – 2 pages) Reflect on how you (your experiences/upbringing) are similar to and/or different from that of students and their families. Helpful websites: http://www.cde.ca.gov/ds/ & http://www.census.gov/ **Deadline**: 9/30.

9. **Supplemental Evaluation Form**: Provided by instructor during 3rd session, due ASAP.

10. **Practicum Evaluation Form:** Completed and signed by candidate and mentor counselor. **Deadline:** 12/20*

11. **Parental Consent Forms:** If required by school site.

12. **Student Membership to American School Counselor Association -** http://www.schoolcounselor.org/join_verification.asp

13. Everything submitted must be typed.

14. Retain disk and/or copies of ALL assignments submitted until the end of the semester.

15. Assignments are due at the beginning of class on dates designated. Points equivalent of up to one letter grade will be deducted per day for each assignment that is submitted late. Barring extreme circumstances, assignments more than one week late will not be accepted.

16. Check with the instructor if you are in doubt regarding referencing protocols. The APA Publication Manual (5th edition) guidelines are the required standard.

**All assignments due on 12/20 should be mailed (in one packet) to Dr. Aguilar (3126 Ward*

Lane, Oakland, CA 94602). Items include copies of: Final SIGNED Weekly Hour Logs, Final Journal Entry, Competency Attestation Sheet (Law & Ethics), and Final Evaluation Form.

COURSE DATES, TOPICS, & ASSIGNMENTS

(9/16, 9/30, 10/21, 11/11)

Date	Topics	Assignments Due
9/16	• Course Overview / Importance • Giving & Receiving Feedback • Counseling Mission Statement • Fieldwork Practicum Reflection/Discussion • Learning Goals • Review Syllabus • Class/Group Norms	• Read Fieldwork Placement Manual • Copy of School Site Agreement • Weekly Hour Log Sheet • Journal Entry 1 • ASCA student membership (copy) • Reading – Section 1, Chapter 1 Review for next session: • ASCA National Model • ASCA Ethical Standards for School Counselors • ASCA Competencies (helpful for developing learning goals)
9/30	• School / Community Profile (Context, Resources, our Experiences) • ASCA Ethical Standards for School Counselors & National Model • Review Fall - Model Counseling Department Calendar / Duties • Fieldwork Practicum Reflection/Discussion • Introduce "Professional Portfolio" assignment (due Spring 2nd year) • Review School Jargon & Acronyms	• Weekly Hour Log Sheet • Journal Entry 2 • School/Community Profile • Reading – Chapters 2 & 3
10/21	• Fieldwork Practicum Reflection/Discussion • School Counselor vs. Therapist • HS and College Requirements • College Exploration & Application Timeline • Review School Jargon & Acronyms	• Weekly Hour Log Sheet • Journal Entry 3 • Reading – Chapters 4, 5 & 6
11/11	• Typical Day in Counseling Office • Typical Counselor Case Load Distributions • Fieldwork Practicum Reflection/Discussion • Core Counseling Conditions • Review School Jargon & Acronyms • Spring 2012 Placement	• Weekly Hour Log Sheet • Journal Entry 4 • Reading – Chapters 7 & 8
*12/20	*All assignments due should be mailed (in one packet) to Dr. Aguilar (3126 Ward Lane, Oakland,*	COPIES OF: • Final SIGNED Weekly Hour Log Sheet • Journal Entry 5

	CA 94602) by December 20, 2011.	• Practicum Evaluation Form • Competency Attestation Sheet (Law & Ethics)

COURSE EVALUATION

Evaluation Components	**Points**	**Approx. % of Total**
Attendance, Punctuality and Participation	160	16%
School Site Agreement	100	8%
Weekly Hour Log Sheets	200	20%
Weekly Journal Entries	200	20%
Individual Learning Goals	140	14%
School / Community Profile	100	8%
Final Evaluation Form	100	8%
TOTAL	1000	100%

Letter Grade	**Descriptors**	**Points Range**
A	Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.	925 – 1000
B	Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.	825 – 924
C	Performance of the student has been at an adequate level, meeting the basic requirements of the course. Student will need to put forth more effort or will require more study to meet expectations required for fieldwork.	725 - 824

ATTENDANCE AND CLASS PARTICIPATION

Please refer to *The University of San Francisco General Catalog* (http://www.usfca.edu/acadserv/catalog/) to understand what constitutes an excused absence. Instructor may require students to provide documentation for excused absences. See #1 of page 2 of syllabus.

CHEATING AND PLAGIARISM

Written work that you hand in is assumed to be original unless your source material is cited appropriately. Using the ideas or words of another person, even a peer, or a website, as if it were you own, is plagiarism. Cheating and plagiarism are serous academic offences. Students should read the section on cheating and plagiarism in *The University of San Francisco General Catalog*. Students should be aware that faculty members have a range of academic actions available to them in cases of cheating and plagiarism from arranging a conference, to failing a student on that particular assignment, to failing a student in the course, to referring the case to judicial affairs.

POLICY FOR WITHDRAWAL

Refer to *The University of San Francisco General Catalog* for more detailed guidelines.

STATEMENT REGARDING STUDENTS WITH DISABILITIES

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at (415) 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a campus disability specialist and determine your eligibility for reasonable accommodations or support. If you are determined eligible for reasonable accommodations, please provide me with you Verified Individualized Services and Accommodations (VISA) form from the SDS office, and we will discuss your options for this course. For more information, please visit: http://www.usfca.edu/sds.

UNIVERSITY OF SAN FRANCISCO
School of Education
Counseling Psychology

PPS Internship I - CPSY 602
PPS Traineeship I - CPSY 620

SPRING 2011

Day and Time:	8:00am – 11:10am
Meeting Location:	LM 354
Instructor:	Cate Hanrahan, MA
Meeting Dates:	1/29,2/12,2/26,3/12,3/26,4/09,4/30,5/07
Office Location:	Counseling Psychology Office
Phone:	(415) 867-1524
E-mail:	HanrahanC@sfusd.edu

COURSE DESCRIPTION

This course is designed to provide students with guidelines and standards regarding field experience activities and hours required for the Pupil Personnel Services Credential and Master's Degree in Counseling (with a specialization in Educational Counseling). In this course students continue to gain an understanding of the professional expectations of a school counselor who works in diverse K-12 educational setting. Practical experiences in counseling and guidance activities are under the supervision of site and university personnel in approved settings. The instructor maintains frequent contact with the mentor counselor or site supervisor.

The instructor and candidates are partners in this learning process. The class meetings provide the candidate with an opportunity to examine, on a personal level, individual qualities that may enhance or impede this work. This class focuses on the practical application in the school environment of theoretical and methodological foundation taught in the core curriculum. The seminar setting provides the group a forum in which members can give and receive feedback regarding counseling issues and concerns.

The major focus will be to provide additional counseling tools and information not typically covered by the core curriculum but critical to the delivery of school counseling services. Emphasis is on personal and professional development as school counselors. The instructor will act as a resource and guide using his/her experience as a practicing school counselor to assist the students' learning process. Through assignments and discussions, students will begin to reflect upon their fieldwork experiences and discuss underlying philosophy, theoretical foundation, comprehensive requirements and developmental nature of K-12 school counseling.

STUDENT LEARNING OUTCOMES

Through this course, students will continue to:

1. explore their philosophy and/or theoretical approach to counseling, particularly with regard to the setting in which they intend to practice;

2. practice developing and assessing manageable and measurable learning goals;
3. gain experience and confidence in working as a school counselor within a school system;
4. discuss experiences and issues from the field-based setting and receive direct feedback from the instructor and class to foster the development of professional skills and competence;
5. develop and demonstrate appropriate levels of individual counseling and classroom guidance skills;
6. refine understanding of 4-year college eligibility, development of 4-year academic plans, and transcript analysis.
7. explore cultural, social, and economic contexts in which students and families live and learn and how these factors can affect their educational experiences;
8. become familiar with school and community resources benefiting students, families, and schools;
9. critically evaluate their work as school counselors-in-training;
10. understand current trends in the profession;
11. meet fieldwork competencies as specified by CCTC; and
12. compare and contrast counseling roles at the elementary, middle, secondary, and post secondary levels; and
13. learn the role and responsibilities of all school personnel on site and at the district level.

Required Text and Readings

Managing Your School Counseling Program: K-12 Developmental Strategies
Joe Wittmer and Mary Ann Clark , 3rd Edition.

Membership in ASCA - American School Counselors Association.

Students will periodically receive articles and handouts from the ASCA School Counselor and Professional School Counselor Journals.

SYLLABUS IS SUBJECT TO MODIFICATION AT THE DISCRETION OF THE INSTRUCTOR

COURSE REQUIREMENTS AND STUDENT RESPONSIBILITIES

1. **YOU keep original documents!** Bring documents to class weekly for signature and then YOU will submit necessary documents to department secretary (to be included in your file). Keep copies!

2. **Attendance, Punctuality and Participation**
   All of the above are critical to learning and success in this class. Since the major focus of this seminar involves discussing and brainstorming solutions to typical school counseling issues, students are expected to attend every class meeting and present counseling issues or incidents for discussion. **It is very important that each student participate in class every discussion and come prepared to present a counseling issue and/or incident for discussion.** The instructor must be notified in advance if a class will be missed. A student's final grade will be affected negatively by unexcused absences, late work and lack of participation in class.

2. **Fieldwork Placement**
Although the University may assist candidates in finding a suitable placement, students are ultimately responsible for securing a suitable placement working with school-aged K-12 children (in accordance with the requirements outlined in the Educational Counseling Manual). When the candidate is accepted into the practicum, he/she enters into an agreement with the site and the University regarding expected professional behavior and conduct.

3. **200 FW Experience / Fieldwork Weekly Log Sheets**
Students must complete a minimum of 200 hours of practicum experience in a diverse, K-12 school setting, working directly with students and supervised by a PPS-credentialed counselor. The mentor counselor must have at least two years of experience and must agree to supervise the candidate for a specific period of time (usually two semesters). Students will keep track of their hours through Fieldwork Weekly Log Sheets**.** *Throughout the entire training, students are responsible for completing a total of 600 hours of fieldwork (as outlined in the manual). PPS Trainees and Interns must complete their work in at least 2 of 3 grade levels (elementary, middle or high school).*
Deadline: Updated Weekly Hour Log Sheets are due at each class meeting.
*Final Log Sheet with Mentor Counselor's signature is due on 5/19 (mailed to instructor).

4. **Weekly Journal Entries**: Students will write thoughtful and reflective journals describing your growth process to be turned in at each class meeting.
Each journal should have 5 sections titled
   - List of weekly activities
   - This week's major focus
   - This week's highlight
   - This week's challenge
   - questions I have / need assistance with

A total of 7 required for the semester. All entries should be typed, 1.5 pages (double spaced 12 pt. font)

5. **Weekly Individual Counseling Process Notes**: Students are expected to maintain a small caseload of students whom they see for individual counseling on a weekly/bi-weekly basis. On a weekly basis candidates will document the counseling process/growth for one student. Sample provided by instructor.

6. **Weekly Reading Reflection:** Each class session a question, observation, reflection will be gleaned from assigned reading is due. Students will lead class discussion based on classmate's contribution. Everyone is required to have a typed question due at each class.
Individual Learning Goals /Fieldwork Goals :
Develop and present to instructor a written statement of individual learning goals for the fieldwork experience. Goals should be challenging, specific and should be in at least 3 f the 5 goal categories (described in class). Statement should include a rationale for each goal. Identify strategies, activities, methods approaches you will utilize to reach your goals and ways to measure your progress towards meeting your goals. Guidelines will be distributed in class.

Written summary: Reflect and assess your ability to complete your goals (thus far). If met, how do you know? If not met, Why? What were some challenges? 2 typewritten pages **DUE 5/7**

7. **Competency Sheets:**
Candidates are expected to complete The School Counseling Competency Attestations Sheets that document how each candidate meets the competency requirements. Candidates must verify all hours in meeting competencies by signatures from the candidate's on-site supervisor or instructor. Each candidate must demonstrate knowledge and skills in the 12 areas listed below. Each candidate must document 4 examples of activities that satisfy each competency (3 examples must come from the site, 1 example can come from an academic course). The university FW supervisor must verify and sign that candidates have met the competencies.
    a. Assessment
    b. Career and College Counseling
    c. Child and Adolescent Development
    d. Consulting with Parents and Teachers
    e. Counseling Theory and Skills
    f. Cross Cultural Counseling
    g. Group Counseling
    h. Law and Ethics for School Counselors
    i. Leadership, Collaboration, and Coordination of pupil support services
    j. Learning and Instruction
    k. Prevention and Early Intervention Strategies
    l. Research and Program Evaluation

Format: what are you doing, why are you doing it, what is the outcome?
Each student will meet with the instructor to review progress of documentation, Fieldwork goals.
Deadline: Draft due 4/30 **Final: ***To be mailed to instructor by 5/21.

Case Presentation:
Based on the SST (Student Success Team) format, each student will present a student that he/she is working with. Classmates will serve as consultants to each Counselor. 15 minute presentation. Guidelines and rubric to be distributed in class.

Presentations (4/19, 4/30, or 5/7). Please submit the proper forms to accompany your presentation on the day of your presentation as well as any other supporting documentation.

8. **Final Fieldwork Evaluation Form:** (Appendix H) Completed and signed by candidate and mentor counselor.

9. **Parental Consent Forms:** Should be required by ALL school sites

10. Assignments are due at the beginning of class on dates designated. Points equivalent of up to one letter grade will be deducted per day for each assignment that is submitted late. **Barring extreme circumstances, assignments more than one week late will not be accepted**.

11. Check with the instructor if you are in doubt regarding referencing protocols. The APA Publication Manual (5th edition) guidelines are the required standard.

All necessary paperwork can be found at the USF website
My courses: SCP Group: During your fieldwork Placement

- Fieldwork Weekly Log Sheets
- Weekly Journal Entries
- Weekly Individual Counseling Process Notes
- The School Counselor Counseling Competency Attestation Sheets
- Final Fieldwork Evaluation Form

All Materials submitted to Instructor must be typed

Final Paperwork and forms

Students are responsible for submitting required, signed paperwork to the Counseling Department Office at the end of the semester.

* COURSE DATES, TOPICS, READINGS, & ASSIGNMENTS

Date	Topics	Assignments Due
1/29	• **Course Overview** • Review Syllabus • Review Class Norms • Required Reading – Wittmer Fieldwork reflection/discussion	***Assignments due weekly***: Paperwork: Journals, logs, process notes, site info Draw straws for Case Presentation and Weekly Readings
2/12	• **Case Presentation Review** 504,SAP,SST,Special Education IDEA vs ADA • Resource Sharing • ***Fieldwork Practicum Reflection/Discussion***	Learning Goals (Part I) Wittmer – Ch. 9 &10 *Assignments due weekly*: Paperwork: Journals, logs, process notes, site info
2/26	• Review of Counseling Skills Individual and Group • Share Learning Goals (part I) (time permitting) • ***Fieldwork Practicum Reflection/Discussion***	• Wittmer- Ch11 &12 • Learning Goals (Part II) *Assignments due weekly:* Paperwork: Journals, logs, process notes, site info
3/12	• ***Review Of Child Development*** *Cognitive, emotional, moral Development* • *Fieldwork Practicum Reflection/Discussion*	Wittmer Ch.13 &14 *Assignments due weekly:* Paperwork: Journals, logs, process notes, site info

3/26	• ***Fisher Counseling Fellowship Opportunity (waiting for confirmation)*** • *Fieldwork Practicum Reflection/Discussion*	*Assignments due weekly:* Paperwork: Journals, logs, process notes, site info
4/9	• ***Case Presentation*** • *Fieldwork Practicum Reflection/Discussion*	Wittmer - Ch.15 &16 *Assignments due weekly:* Paperwork: Journals, logs, process notes, site info
4/30	• ***Case Presentation*** • *Fieldwork Practicum Reflection/Discussion*	• Draft – Competency Sheets Wittmer Ch. 17 *Assignments due weekly:* Paperwork: Journals, logs, process notes,site info
5/7	• ***Case Presentation*** • *Fieldwork Practicum Reflection/Discussion* • Learning Goals (part III)	Final Paperwork Due: Hourly log, Journal, Process notes ,Fieldwork Goals Summary Competency Sheets
TBD	*Final Paperwork to Counseling Dept. Office*	Paperwork returned to student shelf in Dept. office.

COURSE EVALUATION

Evaluation Components	**Points**	**Approx. % of Total**
Attendance, Punctuality and Participation	40	5%
Weekly Reading Question	60	10%
Weekly Hour Log Sheets	60	10%
Weekly Journal Entries	60	10%
Weekly Counseling Process Notes	60	10%
Competency Sheets &Fieldwork Goals	100	25%
Case Presentation	100	25%
Final Fieldwork Evaluation Form	20	5%
TOTAL		100%

Letter Grade	Descriptors	Points Range
A	Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.	462-500
B	Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.	412-461
C	Performance of the student has been at an adequate level, meeting the basic requirements of the course. Student will need to put forth more effort or will require more study to meet expectations required for fieldwork.	362-411

ATTENDANCE AND CLASS PARTICIPATION

Please refer to *The University of San Francisco General Catalog 2007*-2009 (http://www.usfca.edu/acadserv/catalog/) to understand what constitutes an excused absence. Instructor may require students to provide documentation for excused absences. See #1 of page 2 of syllabus.

CHEATING AND PLAGIARISM

Written work that you hand in is assumed to be original unless your source material is cited appropriately. Using the ideas or words of another person, even a peer, or a website, as if it were you own, is plagiarism. Cheating and plagiarism are serous academic offences. Students should read the section on cheating and plagiarism in *The University of San Francisco General Catalog*. Students should be aware that faculty members have a range of academic actions available to them in cases of cheating and plagiarism from arranging a conference, to failing a student on that particular assignment, to failing a student in the course, to referring the case to judicial affairs.

POLICY FOR WITHDRAWAL

Refer to *The University of San Francisco General Catalog* for more detailed guidelines.

STATEMENT REGARDING STUDENTS WITH DISABILITIES

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at (415) 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a campus disability specialist and determine your eligibility for reasonable accommodations or support. If you are determined eligible for reasonable accommodations, please provide me with you Verified Individualized Services and Accommodations (VISA) form from the SDS office, and we will discuss your options for this course. For more information, please visit: http://www.usfca.edu/sds.

University of San Francisco
School of Education
Counseling Psychology

PPS Traineeship II – CPSY 621-02
PPS Internship II – CPSY 603-02

Summer 2011

Day and Time:	Thursday, 5:00 p.m. – 9:45 p.m.
Meeting Location:	LM 241B
Meeting Dates:	6/2, 6/9, 6/16, 6/23, 6/30
Instructor:	Niki Gibbons, M.S., M.A.
Phone:	415-244-5212
E-mail:	nlgibbons415@gmail.com

Course Description

This course is designed to provide students with guidelines and standards regarding field experience activities and hours required for the Pupil Personnel Services Credential and Master's Degree in Counseling (with a specialization in Educational Counseling). In this course students continue to gain an understanding of the professional expectations of a school counselor who works in diverse K-12 educational setting. The Summer Traineeship class will focus on curriculum development, preparation for the 2nd Year Traineeship/Internship, and advanced topics related to childhood and teen disorders, restorative practices, and counseling skills.

The instructor and candidates are partners in this learning process. The class meetings provide the candidate with an opportunity to examine, on a personal level, individual qualities that may enhance or impede this work. This class focuses on the practical application in the school environment of theoretical and methodological foundation taught in the core curriculum. The seminar setting provides the group a forum in which members can give and receive feedback regarding counseling issues and concerns.

The major focus will be to provide additional counseling tools and information not typically covered by the core curriculum but critical to the delivery of school counseling services. Emphasis is on personal and professional development as school counselors. The instructor will act as a resource and guide using his/her experience as a practicing school counselor to assist the students’ learning process. Through assignments and discussions, students will continue to reflect upon their fieldwork experiences and discuss underlying philosophy, theoretical foundation, comprehensive requirements and developmental nature of K-12 school counseling.

Student Learning Outcomes

Through this course, students will continue to:

- explore their philosophy and/or theoretical approach to counseling, particularly with regard to the setting in which they intend to practice;
- gain experience and confidence in working as a school counselor within a school system;
- develop and demonstrate appropriate levels of individual counseling and classroom guidance skills;
- discuss school centered themes such as the identification of students at risk and the employment of strategies to help students succeed;
- refine understanding of the promotion process, and graduation requirements that equal a successful academic experience; development of 7 – 12 grade academic plans, transcript analysis, 4-year college eligibility, college application, financial aid, and post-secondary planning;
- explore cultural, social, and economic contexts in which students and families live and learn and how these factors can affect their educational experiences;
- become familiar with school and community resources benefiting students, families, and schools;
- critically evaluate their work as school counselors-in-training;
- understand current trends in the profession;
- learn the role and responsibilities of all school personnel on site and at the district level;
- deepen their understanding of, and how-to implement the National Counseling Standards;

Readings

While this course does not require the purchase of a textbook or reader, students will periodically receive articles and handouts to read/review on topics such as: Ethical Standards for School Counselors, ASCA National Model, role of the professional school counselor, history of counseling, school counseling trends, graduate student and professional perspectives.

Syllabus is subject to modification at the discretion of the instructor.

Course Requirements and Student Responsibilities

Attendance, Punctuality and Participation

All of the above are critical to learning and success in this class. Since the major focus of this seminar involves discussing and brainstorming solutions to typical school counseling issues, students are expected to attend every class meeting and present counseling issues or incidents for discussion. The instructor must be notified in advance if a class will be missed. A student's final grade will be affected negatively by unexcused absences. Please refer to *The University of San Francisco General Catalog 2007*-2009 (http://www.usfca.edu/acadserv/catalog/) to understand what constitutes an excused absence. Instructor may require students to provide documentation for excused absences.

Workshop Presentation

Students will be required to develop a 4 week curriculum for a workshop or classroom guidance presentation. Students will work in teams of two and will deliver a 20 minute workshop presentation to their classmates of one of their four sessions. Teams will choose the target audience and topic. Instructor and classmates will evaluate each presentation based on criteria developed by the group. Teams will be required to share a copy of their curriculum with classmates in order to develop a portfolio for implementation at the Fieldwork sites.

Competency Sheets

Candidates are expected to complete *The School Counseling Competency Attestations Sheets* that document how each candidate meets the competency requirements. Candidates must verify all hours in meeting competencies by signatures from the candidate’s on-site supervisor or instructor. Each candidate must demonstrate knowledge and skills in the 12 areas listed below. Each candidate must document 4 examples of activities that satisfy each competency (3 examples must come from the site, 1 example can come from an academic course). The university FW supervisor must verify and sign that candidates have met the competencies.

- Assessment
- Career and College Counseling
- Child and Adolescent Development
- Consulting with Parents and Teachers
- Counseling Theory and Skills
- Cross Cultural Counseling
- Group Counseling
- Law and Ethics for School Counselors
- Leadership, Collaboration, and Coordination of pupil support services
- Learning and Instruction
- Prevention and Early Intervention Strategies
- Research and Program Evaluation

Course Evaluation

Evaluation Components	**Points**	**Approx % of Total**
Attendance, Punctuality and Participation	50	50%
Workshop Presentation	50	50%
TOTAL	100	100%

Letter Grade	**Descriptors**	**Points Range**
A	Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.	90 - 100
B	Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.	80 - 89
C	Performance of the student has been at an adequate level, meeting the basic requirements of the course. Student will need to put forth more effort or will require more study to meet expectations required for fieldwork.	70 - 79

All necessary forms can be found at the USF website
My Courses: SCP Group: During Your Fieldwork Placement

- *Fieldwork Weekly Log Sheets*
- *Weekly Journal Entries*
- *Weekly Individual Counseling Process Notes*
- *The School Counseling Competency Attestations Sheets*
- *Final Fieldwork Evaluation Form*

ALL MATERIALS SUBMITTED TO INSTRUCTOR MUST BE TYPED.
I will not accept materials that are handwritten.

Reminders

- Retain original copies of ALL assignments submitted until the end of the semester.
- Assignments are due at the beginning of class on dates designated. Points equivalent of up to one letter grade will be deducted per day for each assignment

that is submitted late. Barring extreme circumstances, assignments more than one week late will not be accepted.
- Check with the instructor if you are in doubt regarding referencing protocols. The APA Publication Manual (5th edition) guidelines are the required standard.

IP/INC – In Progress/Incomplete grades will no longer be issued as per Department Policy.

Cell Phones

As a courtesy for your personal learning and to your classmates:
- Please turn-off your cell-phone, computers.
- No texting during class.

USF School Counseling Program Attendance Policy

Students who miss more than 2 class sessions (10 hours or more) will receive an "F" and must retake the course. Friday evening, Saturday morning, and Saturday afternoon are each considered separate sessions. Students who miss 2 class sessions will receive a maximum grade of "B-". Consistently coming late or leaving early to class counts toward an absence. Assignments for missed classes are at the discretion of the Instructor but do not change the above grading policy. In extreme cases (medical emergency, death in the family) the student may negotiate a temporary leave from the Program with the Program Coordinator and Instructor.

Cheating and Plagiarism

Written work that you hand in is assumed to be original unless your source material is cited appropriately. Using the ideas or words of another person, even a peer, or a website, as if it were you own, is plagiarism. Cheating and plagiarism are serous academic offences. Students should read the section on cheating and plagiarism in *The University of San Francisco General Catalog 2007-2009*. Students should be aware that faculty members have a range of academic actions available to them in cases of cheating and plagiarism from arranging a conference, to failing a student on that particular assignment, to failing a student in the course, to referring the case to judicial affairs.

Policy for Withdrawal

Refer to *The University of San Francisco General Catalog 2007-2009* for more detailed guidelines.

Statement Regarding Students with Disabilities

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at (415) 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a campus disability specialist and determine your eligibility for reasonable accommodations or support. If you are determined eligible for reasonable accommodations, please provide me with you Verified Individualized Services and Accommodations (VISA) form from the SDS office, and we will discuss your options for this course. For more information, please visit: http://www.usfca.edu/sds.

Course Dates, Topics, Readings, & Assignments

Date	Topics	Assignments Due
6/2	**Introductions** Course Overview * Review syllabus * Class Norms **Mission Grads Presentation** **Curriculum Development – Lesson Planning** **Competencies**	
6/9	**Mental Heath Issues in Schools** **Debbie -** AD/HD, Depression, Bi-Polar, Reactive Attachment Disorder, Tourettes, Selective Mutism **Niki -** Autism Spectrum Disorder, Oppositional Defiant/Conduct Disorder, Substance Abuse *Students will participate in both workshops*	**Read Wittmer**: Developmental School Counselor and Mental Health Counseling (Ch. 6 or 7 depending on edition) Topics due for Workshop Presentations
6/16	**Debbie's class -** Matriculation 101 w/ Debbie **Niki' class -** Restorative Practices w/ Niki, **Presentations**	**Presentors:**
6/23	**Debbie's class** - Restorative Practices w/ Niki **Niki' class -** Matriculation 101 w/ Debbie **Presentations**	**Presentors:**
6/30	**Skill Development** **Debbie -** Prevention Skills **Niki -** Intervention Skills *Students will participate in both workshops* **Presentations** **Evaluations**	**Presentors:**

University of San Francisco

School of Education
Counseling Psychology

PPS Traineeship III – CPSY 622-02
PPS Internship III – CPSY 604-02

FALL 2011

Day and Time:	1:00 p.m. – 4:00 p.m.
Meeting Location:	LM 241B
Meeting Dates:	8/27, 9/10, 9/24, 10/15, 10/29, 11/5, 11/19, 12/3
Instructor:	Niki Gibbons, M.S., M.A.
Phone:	415-244-5212
E-mail:	nlgibbons415@gmail.com

Course Description

This course is designed to provide students with guidelines and standards regarding field experience activities and hours required for the Pupil Personnel Services Credential and Master's Degree in Counseling (with a specialization in Educational Counseling). In this course students continue to gain an understanding of the professional expectations of a school counselor who works in diverse K-12 educational setting. Practical experiences in counseling and guidance activities are under the supervision of site and university personnel in approved settings. The instructor maintains frequent contact with the mentor counselor or site supervisor.

The instructor and candidates are partners in this learning process. The class meetings provide the candidate with an opportunity to examine, on a personal level, individual qualities that may enhance or impede this work. This class focuses on the practical application in the school environment of theoretical and methodological foundation taught in the core curriculum. The seminar setting provides the group a forum in which members can give and receive feedback regarding counseling issues and concerns.

The major focus will be to provide additional counseling tools and information not typically covered by the core curriculum but critical to the delivery of school counseling services. Emphasis is on personal and professional development as school counselors. The instructor will act as a resource and guide using her experience as a practicing school counselor to assist the students' learning process. Through assignments and discussions, students will continue to reflect upon their fieldwork experiences and discuss underlying philosophy, theoretical foundation, comprehensive requirements and developmental nature of K-12 school counseling.

Student Learning Outcomes

- Discuss experiences and issues from the school setting and receive direct feedback from the mentor counselor, fieldwork supervisor and cohort.
- Identify and evaluate counseling and guidance programs and support services that effectively address the educational needs of students and the school to become an effective learning community.
- Discuss and employ age-appropriate counseling techniques to establish rapport with students. Assist them to develop competency in self-management, communication, interpersonal skills and effective decision making in the school environment.
- Identify and employ effective strategies for teacher and parent contacts for early intervention and become a resource for programs within the school that promote success and prevent failure.
- Learn how to use, within a traditional school counseling environment, ASCA sanctioned techniques and strategies learned in fieldwork and the core curriculum.
- Discuss the role of the professional school counselor and identify critical elements needed for an effective, comprehensive counseling program. Explore the role of the school counselor as a referral liaison for community-based organizations.
- Learn techniques and strategies for creating positive change within the limitations of the administrative or counseling infrastructure.
- Discuss the Counselor's role with special need and exceptional students, including preparation and facilitation of the Student Study Team (SST), Individual Education Plan (IEP), and 504 meetings.
- Observe your counselees in class. Consult with teachers regarding your observations and provide feedback of both strengTHS and suggestions for effective interventions.
- Facilitate or co-facilitate a parent education class or workshop on topics of interest and concern using rtechnology resources.
- Consult with one or both parents (guardians or caregivers) about the student's performance in school and provide explicit suggestions to help support and advocate for the student.
- Use video or audiotape and peer observation to help improve counseling skills.

Text Requirements

- Membership in ASCA – American School Counselor Association: http://www.schoolcounselor.org
- **ASCA National Model Workbook, Alexandria, VA, wwwschoolcounselor.org, (703) 683-2722 – This workbook is a necessity for your class assignments this year!**
- Journal articles and research will be assigned and referenced throughout the program.

Recommended Text:

- Whittmer, Joe. (2000) Second Edition. Managing Your School Counseling Program: K-12 Developmental Strategies. Minneapolis, MN: EducationalMedia Corporation. www.educationalmedia.com. (612) 781-0088

Syllabus is subject to modification at the discretion of the instructor.

Course Requirements and Student Responsibilities

Attendance, Punctuality and Participation

All of the above are critical to learning and success in this class. Since the major focus of this seminar involves discussing and brainstorming solutions to typical school counseling issues, students are expected to attend every class meeting and present counseling issues or incidents for discussion. The instructor **must be notified in advance if a class will be missed**. A student's final grade will be affected negatively by unexcused absences. Please refer to *The University of San Francisco General Catalog,* (http://www.usfca.edu/acadserv/catalog/) to understand what constitutes an excused absence. Instructor may require students to provide documentation for excused absences.

Fieldwork Placement

Although the University may assist candidates in finding a suitable placement, students are ultimately responsible for securing a suitable placement working with school-aged K-12 children (in accordance with the requirements outlined in the Educational Counseling Manual). When the candidate is accepted into the Graduate Program, s/he enters into an agreement with the site and the University regarding expected professional behavior and conduct.

Required Paperwork and Assignments:

School Counseling Program Audit

This is a year-long project with specific activities outlined to enhance your understanding and mastery of the ACSA National Counseling Standards. See attached guidelines for these activities and assignments.

Curriculum Delivery

Students will be required to implement a series of workshops throughout the course of the school year. To be discussed in detail at a later time.

Fieldwork Site/Mentor Agreement

To ensure accountability and the ability to communicate with you Mentor supervisor, as well as meet accrediting and credentialing requirements, the FW Instructor must receive a copy of your Fieldwork Site/Mentor Agreement.

Weekly Journal Entries

On a weekly basis, students will:

- keep a log of weekly activities participated in at the Internship site,
- write thoughtful and reflective journals describing your growth process.

This journal should include very little detail of your day-to-day duties/projects. Journal entries should be the equivalent of 2 pages (double spaced – 12 pt. font).

Weekly Individual Counseling Process Notes

Students are expected to maintain a caseload of 8 – 10 students whom they see for individual counseling on a weekly/bi-weekly basis. Interns/Trainees will document the counseling process/growth for one student: a different student, or the same student for the entire semester – total of 6.

Confidentiality Agreement/ Parental Consent Forms - *to be discussed on first day of class*

As required by the school district.
A copy of the signed agreement for individual and/or group counseling for your students.

FW Experience / Fieldwork Weekly Log Sheets

Students must arrange to be at the Fieldwork Placement two (2) days per semester. This will be an experience in a diverse, K-12 school setting, working directly with students and supervised by a PPS-credentialed counselor. The mentor counselor must have at least two years of experience and must agree to supervise the candidate for a specific period of time (the entire academic school year). Students will keep track of their hours through Fieldwork Weekly Log Sheets. *Throughout the entire training, students are responsible for completing a total of 600 hours of fieldwork (as outlined in the manual). PPS Trainees and Interns must complete their work in at least 2 of 3 grade levels (elementary, middle or high school).*

Final Fieldwork Evaluation Form

Completed and signed by candidate and mentor counselor.

Learning Goals

Students will develop an individual plan for professional growth and learning. These goals will be tied to the School Counseling Competencies.

Competency Sheets

Candidates are expected to complete *The School Counseling Competency Attestations Sheets* that document how each candidate meets the competency requirements. Candidates must verify all hours in meeting competencies by signatures from the candidate's on-site supervisor or instructor. Each candidate must demonstrate knowledge and skills in the 12 areas listed below. Each candidate must document 4 examples of activities that satisfy each competency (3 examples must come from the site, 1 example can come from an academic course). The university Field Work supervisor must verify and sign that candidates have met the competencies.

- Assessment
- Career and College Counseling
- Child and Adolescent Development
- Consulting with Parents and Teachers
- Counseling Theory and Skills
- Cross Cultural Counseling
- Group Counseling
- Law and Ethics for School Counselors
- Leadership, Collaboration, and Coordination of pupil support services
- Learning and Instruction
- Prevention and Early Intervention Strategies
- Research and Program Evaluation

Employment Portfolio

Students collect relevant materials for the Professional Portfolio due at the end of the 623/605 Fieldwork Spring Seminar. You will include your resume and examples of your work showing strengTHS and accomplishments that can be submitted to potential employers.

All necessary forms can be found at the USF website
My Courses: SCP Group: During Your Fieldwork Placement

- *Site/Mentor Agreement*
- *Fieldwork Weekly Log Sheets*
- *Weekly Journal Entries*
- *Weekly Individual Counseling Process Notes*
- *The School Counseling Competency Attestations Sheets*
- *Final Fieldwork Evaluation Form*

ALL MATERIALS SUBMITTED TO INSTRUCTOR MUST BE TYPED.
I will not accept materials that are handwritten.

REQUIRED, SIGNED PAPERWORK
Students are responsible for submitting required, signed paperwork to the Department Office at the end of each semester.

Course Evaluation/Grading Policy

Evaluation Components	**Points**	**Approx % of Total**
Attendance, Punctuality and Participation	80	15%
School Site Agreement Contract Confidentiality Agreement Parental Consent Form Final Fieldwork Evaluation Form	40	10%
Weekly Log Sheets	60	12%
Weekly Journal Entries	60	12%
Weekly Counseling Process Notes	60	12%
Competency Sheets	50	10%
Counseling Program Audit - written report	150	30%
TOTAL	500	100%

Letter Grade	**Descriptors**	**Points Range**
A	Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.	450 - 500
B	Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.	400 - 449
C	Performance of the student has been at an adequate level, meeting the basic requirements of the course. Student will need to put forth more effort or will require more study to meet expectations required for fieldwork.	350 - 399

Reminders

- Retain original copies of ALL assignments submitted until the end of the semester.
- Assignments are due at the beginning of class on dates designated. Points equivalent of up to one letter grade will be deducted per day for each assignment that is submitted late. Barring extreme circumstances, assignments more than one week late will not be accepted.
- Check with the instructor if you are in doubt regarding referencing protocols. The APA Publication Manual (5th edition) guidelines are the required standard.

IP/INC – In Progress/Incomplete grades will no longer be issued as per Department Policy.

Cell Phones
Please turn-off your cell-phone; no texting during class as a courtesy to your classmates.

USF School Counseling Program Attendance Policy

Students who miss more than 2 class sessions (10 hours or more) will receive an "F" and must retake the course. Friday evening, Saturday morning, and Saturday afternoon are each considered separate sessions. Students who miss 2 class sessions will receive a maximum grade of "B-". Consistently coming late or leaving early to class counts toward an absence. Assignments for missed classes are at the discretion of the Instructor but do not change the above grading policy. In extreme cases (medical emergency, death in the family) the student may negotiate a temporary leave from the Program with the Program Coordinator and Instructor.

Cheating and Plagiarism

Written work that you hand in is assumed to be original unless your source material is cited appropriately. Using the ideas or words of another person, even a peer, or a website, as if it were you own, is plagiarism. Cheating and plagiarism are serous academic offences. Students should read the section on cheating and plagiarism in *The University of San Francisco General Catalog*. Students should be aware that faculty members have a range of academic actions available to them in cases of cheating and plagiarism from arranging a conference, to failing a student on that particular assignment, to failing a student in the course, to referring the case to judicial affairs.

Policy for Withdrawal

Refer to *The University of San Francisco General Catalog* for detailed guidelines.

Statement Regarding Students with Disabilities

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at (415) 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a campus disability specialist and determine your eligibility for reasonable accommodations or support. If you are determined eligible for reasonable accommodations, please provide me with you Verified Individualized Services and Accommodations (VISA) form from the SDS office, and we will discuss your options for this course. For more information, please visit: http://www.usfca.edu/sds.

Course Dates, Topics, Readings, & Assignments

Date	Topics	Assignments Due
8/27	**Introductions** Course Overview * Review syllabus * Class Norms Learning Goals and Professional Competencies Keeping a weekly Activities Journal Process Notes **Needs assessment** – topics to address **Transcript Evaluation** *Fieldwork Practicum Reflection/Discussion*	*Paperwork Review:* Fieldwork manual Letter to Mentor School Site Agreement Contract Log Sheet Journal Process Notes
9/11	**Curriculum Implementation** **Planning for School Year** School Counseling Calendar **Program Audit** Review of purpose, Audit requirements *Fieldwork Practicum Reflection/Discussion*	*Fieldwork Paperwork due:* School Site Agreement Contract Confidentiality Agreement Parental Consent Form *Assignments due weekly:* Weekly Hour Log Sheet Weekly Journal Weekly Process Notes
9/24	**Planning for School Year** **Running Groups** Classroom management, Teaching as a skill **Program Audit** *Fieldwork Practicum Reflection/Discussion*	*Assignments due weekly:* Weekly Hour Log Sheet Weekly Journal Weekly Process Notes
10/15	**Running Groups** Topical conversations *Fieldwork Practicum Reflection/Discussion*	*Assignments due weekly:* Weekly Hour Log Sheet Weekly Journal Weekly Process Notes
10/29	**College Going Culture at the School Site** Topical conversations *Fieldwork Practicum Reflection/Discussion*	*Assignments due weekly:* Weekly Hour Log Sheet Weekly Journal Weekly Process Notes
11/5	**Learning Competencies** Topical conversations *Fieldwork Practicum Reflection/Discussion*	*Assignments due weekly:* Weekly Hour Log Sheet Weekly Journal Weekly Process Notes
11/19	**Counseling Session** Art Therapy *Fieldwork Practicum Reflection/Discussion*	*Assignments due weekly:* Weekly Hour Log Sheet Weekly Journal Weekly Process Notes
12/3	**Final Class** Counseling Program Audit Topical conversations *Fieldwork Practicum Reflection/Discussion*	*Paper due:* Counselor and Teacher Observations
12/15	**Paperwork due:** Fieldwork Evaluation, Final Hour Log Sheet	Fax to: Niki Gibbons 707-343-1265

University of San Francisco

School of Education
Counseling Psychology

PPS Traineeship IV – 623-02
PPS Internship IV – 605-02

SPRING 2011

Day and Time:	1:30 p.m. – 4:30 p.m.
Meeting Location:	LM 357
Meeting Dates:	1/29, 2/12, 2/26, 3/12, 3/26, 4/09, 4/30, 5/07
Instructor:	Niki Gibbons, M.S., M.A.
Phone:	415-244-5212
E-mail:	nlgibbons415@gmail.com

Course Description

This course is designed to provide students with guidelines and standards regarding field experience activities and hours required for the Pupil Personnel Services Credential and Master's Degree in Counseling (with a specialization in Educational Counseling). In this course students continue to gain an understanding of the professional expectations of a school counselor who works in diverse K-12 educational setting. Practical experiences in counseling and guidance activities are under the supervision of site and university personnel in approved settings. The instructor maintains frequent contact with the mentor counselor or site supervisor.

The instructor and candidates are partners in this learning process. The class meetings provide the candidate with an opportunity to examine, on a personal level, individual qualities that may enhance or impede this work. This class focuses on the practical application in the school environment of theoretical and methodological foundation taught in the core curriculum. The seminar setting provides the group a forum in which members can give and receive feedback regarding counseling issues and concerns.

The major focus will be to provide additional counseling tools and information not typically covered by the core curriculum but critical to the delivery of school counseling services. Emphasis is on personal and professional development as school counselors. The instructor will act as a resource and guide using his/her experience as a practicing school counselor to assist the students' learning process. Through assignments and discussions, students will continue to reflect upon their fieldwork experiences and discuss underlying philosophy, theoretical foundation, comprehensive requirements and developmental nature of K-12 school counseling.

Student Learning Outcomes

Through this course, students will continue to:

- Discuss experiences and issues from the school setting and receive direct feedback from the mentor counselor, fieldwork supervisor and cohort.
- Identify and evaluate counseling and guidance programs and support services that effectively address the educational needs of students and the school to become an effective learning community.
- Discuss and employ age-appropriate counseling techniques to establish rapport with students. Assist them to develop competency in self-management, communication, interpersonal skills and effective decision making in the school environment.
- Identify and employ effective strategies for teacher and parent contacts for early intervention and become a resource for programs within the school that promote success and prevent failure.
- Learn how to use, within a traditional school counseling environment, ASCA sanctioned techniques and strategies learned in fieldwork and the core curriculum.
- Discuss the role of the professional school counselor and identify critical elements needed for an effective, comprehensive counseling program. Explore the role of the school counselor as a referral liaison for community-based organizations.
- Learn techniques and strategies for creating positive change within the limitations of the administrative or counseling infrastructure.
- Discuss the Counselor's role with special need and exceptional students, including preparation and facilitation of the Student Study Team (SST), Individual Education Plan (IEP), and 504 meetings.
- Observe your counselees in class. Consult with teachers regarding your observations and provide feedback of both strengTHS and suggestions for effective interventions.
- Facilitate or co-facilitate a parent education class or workshop on topics of interest and concern using technology resources.
- Consult with one or both parents (guardians or caregivers) about the student's performance in school and provide explicit suggestions to help support and advocate for the student.
- Use video or audiotape and peer observation to help improve counseling skills.

Text Requirements

- Membership in ASCA – American School Counselor Association: http://www.schoolcounselor.org
- ASCA National Model Workbook, Alexandria, VA, wwwschoolcounselor.org, (703) 683-2722
- Journal articles and research will be assigned and referenced throughout the program.

Recommended Text:

- Whittmer, Joe. (2000) Second Edition. Managing Your School Counseling Program: K-12 Developmental Strategies. Minneapolis, MN: EducationalMedia Corporation. www.educationalmedia.com. (612) 781-0088

Syllabus is subject to modification at the discretion of the instructor.

Course Requirements and Student Responsibilities

Attendance, Punctuality and Participation

All of the above are critical to learning and success in this class. Since the major focus of this seminar involves discussing and brainstorming solutions to typical school counseling issues, students are expected to attend every class meeting and present counseling issues or incidents for discussion. The instructor must be notified in advance if a class will be missed. A student's final grade will be affected negatively by unexcused absences.
Please refer to *The University of San Francisco General Catalog 2007*-2009 (http://www.usfca.edu/acadserv/catalog/) to understand what constitutes an excused absence. Instructor may require students to provide documentation for excused absences.

Fieldwork Placement

Although the University may assist candidates in finding a suitable placement, students are ultimately responsible for securing a suitable placement working with school-aged K-12 children (in accordance with the requirements outlined in the Educational Counseling Manual). When the candidate is accepted into the practicum, he/she enters into an agreement with the site and the University regarding expected professional behavior and conduct.

FW Experience / Fieldwork Weekly Log Sheets

Students must complete a minimum of 200 hours per semester of practicum experience in a diverse, K-12 school setting, working directly with students and supervised by a PPS-credentialed counselor. The mentor counselor must have at least two years of experience and must agree to supervise the candidate for a specific period of time (usually two semesters). Students will keep track of their hours through Fieldwork Weekly Log Sheets. *Throughout the entire training, students are responsible for completing a total of 600 hours of fieldwork (as outlined in the manual). PPS Trainees and Interns must complete their work in at least 2 of 3 grade levels (elementary, middle or high school).*
Weekly Log Sheets must be turned into instructor each class session.

Weekly Journal Entries

Students will write thoughtful and reflective journals describing your growth process to be turned in at each class meeting.
Each journal should have 5 sections titled:

- List of weekly activities
- This week’s major focus
- This week’s highlight
- This week’s challenge
- Questions I have/need assistance with

Total of 7 required for semester.
Journal entries should be the equivalent of 1.5 pages (double spaced – 12 pt. font).

Weekly Individual Counseling Process Notes

Students are expected to maintain a small caseload of students whom they see for individual counseling on a weekly/bi-weekly basis. Candidates will document the counseling process/growth for one student to be turned in at each class meeting.
Total of 7 required for semester.

Fieldwork Goals

Develop and present to Instructor a written statement of individual learning goals for the fieldwork experience. Goals should be challenging, specific, and should be in at least 3 of the 5 goal categories (described in class). Statement should include a rationale for each goal.
Identify strategies, activities, methods, approaches you will utilize to reach your goals and ways to measure your progress towards meeting your goals.
Guidelines to be distributed in class.

Competency Sheets

Candidates are expected to complete *The School Counseling Competency Attestations Sheets* that document how each candidate meets the competency requirements. Candidates must verify all hours in meeting competencies by signatures from the candidate's on-site supervisor or instructor. Each candidate must demonstrate knowledge and skills in the 12 areas listed below. Each candidate must document 4 examples of activities that satisfy each competency (3 examples must come from the site, 1 example can come from an academic course). The university FW supervisor must verify and sign that candidates have met the competencies.

- Assessment
- Career and College Counseling
- Child and Adolescent Development
- Consulting with Parents and Teachers
- Counseling Theory and Skills
- Cross Cultural Counseling
- Group Counseling
- Law and Ethics for School Counselors
- Leadership, Collaboration, and Coordination of pupil support services
- Learning and Instruction
- Prevention and Early Intervention Strategies
- Research and Program Evaluation

Format: What are you doing, why are you doing it, what is the outcome?
Each student will meet with Instructor to review progress of documentation, fieldwork goals

Program Audit

Using the ASCA National Model Workbook, students will conduct a Program Audit at the field site.
Written summary to be submitted to Instructor.
Guidelines and rubric to be developed in class.

Candidate Portfolio

Students will submit a professional portfolio documenting evidence of your accomplishments as a Counselor.
Guidelines to be distributed in class.

Final Fieldwork Evaluation Form (Appendix H)

Completed and signed by candidate and mentor counselor.

All necessary forms can be found at the USF website
My Courses: SCP Group: During Your Fieldwork Placement

- *Fieldwork Weekly Log Sheets*
- *Weekly Journal Entries*
- *Weekly Individual Counseling Process Notes*
- *The School Counseling Competency Attestations Sheets*
- *Final Fieldwork Evaluation Form*

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Final paperwork and forms
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Reminders

- Retain original copies of ALL assignments submitted until the end of the semester.
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As a courtesy for your personal learning and to your classmates:

- Please turn-off your cell-phone, computers.
- No texting during class.

Course Evaluation

Evaluation Components	**Points**	**Approx % of Total**
Attendance, Punctuality and Participation	50	10%
Weekly Hour Log Sheets	50	10%
Weekly Journal Entries	50	10%
Weekly Counseling Process Notes	50	10%
Fieldwork Goals & Competency Sheets	100	20%
Candidate Portfolio	100	20%
Program Audit	100	20%
Final Fieldwork Evaluation Form	20	5%
TOTAL	520	100%

Letter Grade	**Descriptors**	**Points Range**
A	Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.	468 - 520
B	Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.	416 - 467
C	Performance of the student has been at an adequate level, meeting the basic requirements of the course. Student will need to put forth more effort or will require more study to meet expectations required for fieldwork.	364 - 415

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Course Dates, Topics, Readings, & Assignments

Date	Topics	Assignments Due
1/29	**Welcome Back!** Course Overview * Review syllabus * Evaluation: Make It Happen Curriculum * Candidate Portfolio *Fieldwork Practicum Reflection/Discussion*	Paperwork: logs, journals, process notes, site agreement
2/12	**Program Audit** Development and implementation, presentation, paper *Fieldwork Practicum Reflection/Discussion*	Review ASCA Workbook: Suggestions for Audit use *Assignments due weekly:* Hourly Log, Journal, Process Notes
2/26	**Termination/Transitions** Managing on-going contact, changing roles *Fieldwork Practicum Reflection/Discussion*	*Assignments due weekly:* Hourly Log, Journal, Process Notes
3/12	**Results-Based School Counseling and Student Support** Data, measuring outcomes, practical application *Fieldwork Practicum Reflection/Discussion* *Dr. Christine Yeh – Lab Activity/Analyzing Data* *Make It Happen Curriculum*	*Assignments due weekly:* Hourly Log, Journal, Process Notes
3/26	**Work on Competencies** Bring draft and finished competencies to class	*Assignments due weekly:* Hourly Log, Journal, Process Notes
4/09	**Career Development: job search** Marketing oneself, transferable skills, job market, mock interviews Job Descriptions, Contract/Union Issues *Fieldwork Practicum Reflection/Discussion*	*Assignments due weekly:* Hourly Log, Journal, Process Notes
4/30	**Practicing Self Care** *Fieldwork Practicum Reflection/Discussion*	***Program Audit due*** *Assignments due weekly:* Hourly Log, Journal, Process Notes
5/07	**Culmination - Counseling Session** Group Led Activity Art Activity *Fieldwork Practicum Reflection/Discussion*	***Candidate Portfolio due*** ***Final Paperwork due:*** Hourly log, Journal, Process Notes, Site Evaluation Fieldwork Goals Summary Competency Sheets
TBD	Required paperwork to Counseling Department Office	***Paperwork Returned:*** *Student shelf in Department Office*

PROGRAM SUMMARY

University of San Francisco School Counseling Program Assessment

Program Design

The University of San Francisco (USF) M.A. in Counseling Psychology with a specialization in School Counseling provides professional training in the area of K-12 counseling leading to a Pupil Personnel Services Credential. The Program is offered in the Department of Counseling Psychology within the School of Education. The department has two programs: School Counseling and Marriage and Family Therapy (MFT). Once admitted into the program, the curriculum delivery is designed as a two-year, full-time program, including two summer semesters of coursework. The program is offered at the main campus in San Francisco with admissions only in the Fall semester.

Leadership within the credential program

The USF School of Education is lead by a Dean who reports directly to the Provost. There are two Associate Deans who work with the Dean to provide leadership and guidance in the School of Education. Each Department has a Chair and each Program has a Coordinator. Department Chairs meet once a month to discuss various issues impacting departments such as academic/financial/administrative planning, mentorship, various College initiatives, and staffing. The Department of Counseling Psychology has monthly meetings to discuss curriculum, current issues and events, staffing, students, and other professional development issues. The faculty at the School of Education meet once a month to discuss faculty research, teaching, service, collaborations, community and school partnerships, University-wide events and initiatives, and pressing psychology and education topics in the field. Faculty may participate in “retreats” for their research or teaching. Faculty may also attend various innovative professional development opportunities at the new Center for Teaching Excellence at USF. The Coordinators of the credential programs in the School of Education meet monthly with the Associate Dean to discuss program alignment with the standards and to receive support and guidance.

The Department has one Coordinator who manages the School Counseling Program. She works closely with faculty, the Credential Analyst, and the Programs Coordinator to offer guidance, support, and professional development to prospective candidates and students. The Coordinator is actively involved with recruitment, admissions review and interviews, advisement, curriculum, supervision, and the recommendation for the credential. The Programs Coordinator provides support and advisement for field placements with supervisors in various school districts and the Credential Analyst guides students through the PPS credential paperwork.

Communication within the credential program and with the institution

Communication with students in the School Counseling Program is facilitated by an academic advisor, mentor counselor, fieldwork supervisor, graduate student mentor, and our academic website for students. Each incoming student is assigned an academic advisor who is a full time, tenure track/tenured faculty member. He/she is also assigned to an onsite mentor counselor and a faculty fieldwork supervisor. Advisors meet at least once a semester, mentor counselors meet twice a week, and fieldwork supervisors meet twice a month. In addition, incoming students are assigned to a second year student mentor who offers advice about the program and field practicum. The program sponsors monthly Mentor-Mentee lunches to insure structures are in place to facilitate mentoring and relationship building. Candidates also have access to a “Student Group Site” that includes all necessary forms and materials for the program. They are also given a Fieldwork Handbook and Program Handbook. These documents provide direction throughout the program.

Structure of coursework and field experiences in the credential program

The School Counseling Program is a 48-unit program that prepares candidates who wish to pursue a career in child and adolescent counseling in K-12 schools. The curriculum prepares school counselors to be competent in addressing the social, emotional, and academic needs of students in grades K-12. The program uses a cohort model and students progress through our sequential program in their cohorts. The first year consists of the basic foundation courses and core requirements (Counseling Theory and Practice, Law & Ethics, Developmental Counseling: Children and Adolescents, etc.,) and the second year in students take more advanced, specialized and practice-based classes (i.e., Consultation with Teachers and Parents, Academic and Career Counseling, Assessment, etc.,). The fieldwork courses are aligned with the academic courses so students begin fieldwork once they enter the program and can practice and hone counseling skills as they are learning them in in their classes.

Program modifications over the recent two years

In the past two years there have been some important program modifications. (1) The School Counseling Program now has a formal partnership with San Francisco Unified School District and we are collaborating with SFUSD around counselor training, fieldwork placement, mentor counseling training and other important initiatives; (2) Our program has formally instituted a yearly social justice initiative that involve an important local, national, or international cause. Two years ago we did a large scale supply drive for a local elementary school and last year we did a Walk for Wells and raised enough money to build a well in Africa. (3) Our students are now receiving training in a curriculum we have developed, implemented, and evaluated. It is a10-session evidenced based curriculum around college access for low-income youth who have no future plans. (4) We have significantly increased the cultural diversity of our faculty and students. (5) We attempted to open a School Counseling Program in Santa Rosa, CA. We recruited and graduated on cohort and then decided to close the program due to low interest. This program was identical to our program on the main campus. (6) We have built up our Alumni database and have connected Alumni to our social networking sites.

Means for stakeholder input

The School Counseling Program has active partnerships with SFUSD, numerous community organizations, public schools through out the Bay Area, Oakland Unified School District, and several non-profit organizations. The program also has an active and growing alumni database. We have regular meetings with counselors, principals, and administrators at our partner schools. The faculty and students meet regularly throughout the year and summer. These relationships allow for constant stakeholder input.

Course of Study (Curriculum and Field Experience)

Description of the sequence of coursework and coordination of coursework with fieldwork

The curriculum in the program is designed sequentially as follows:

Year One:

- Semester 1, Fall: 10 credits
    - Law and Ethics, Counseling Theory and Practice, Developmental Counseling: Child and Adolescent, Fieldwork Practicum
- Semester 2, Spring: 10 credits
    - Cross Cultural Counseling, Prevention and Intervention in Schools, PPS Traineeship I, Qualitative and Quantitative Research Methods
- Semester 3, Summer: 6 credits
    - Group Counseling Skills, PPS Traineeship II, Qualitative and Quantitative Analysis and Interpretation

Year Two:

- Semester 4, Fall: 8 credits
    - Educational Psychology for Counselors, Problem-Solving Counseling, PPS Traineeship III

- Semester 5, Spring: 8 credits
    - Academic and Career Counseling, Consulting with Parents and Teachers, PPS Traineeship IV
- Semester 6, Summer: 6 credits
    - Assessment and the Counselor, Consulting with Schools

Types of coursework in critical areas

The sequential design of the program allows candidates to become knowledgeable in multiple areas of education related to school counseling as a way of building upon basic generalized concepts to more in-depth specialized courses that relate directly to on-site school counseling experience. As you can see we offer many courses with topics in critical areas. Throughout our program there is a strong focus on social justice, multiculturalism, and advocacy. Students also take additional workshops in working with undocumented and immigrant students.

Number and type of field placements

All students in the School Counseling Program must complete their fieldwork hours at a public school. Most of these sites are in San Francisco Unified School District. However, there are also many students in other public schools in Oakland, the Penninsula, South Bay, and North Bay in the larger San Francisco Bay Area. Since 2009, we have placed students at 25 different public middle schools, 23 different high schools, and 1 elementary school. All of the schools have a signed MOU with the School Counseling Program at USF.

Connection of field experience with coursework

Along with the delivery of the curriculum graduate students are required to complete 100 hours of practicum and 600 hours of fieldwork experiences during enrollment in the program in order to be eligible for the Pupil Personnel Services Credential. All of the faculty work hard to insure that the courses prepare the candidates well for their ongoing and simultaneous work at the fieldwork site.

As mentioned, the fieldwork courses are aligned with the academic courses so students begin fieldwork once they enter the program and can practice and hone counseling skills as they are learning them in in their classes. Our fieldwork supervisors are practicing and experience school counselors.

Field supervision, advisement, evaluation: frequency, type, from BOTH the program personnel and the district employed individual (master teacher) when required in a program

Students meet with their field supervisor (mentor counselor) for 1 hours of in person supervision each week at their school site. During this time they review and discuss cases and address professional development issues. Candidates are expected to meet with their advisor at least once a semester, but in most cases this is closer to once a month. These meetings are to discuss academic performance, standing in the program, fieldwork performance, coursework, and career and professional development. Candidates meet with their Fieldwork instructor twice a month for four hour blocks in a small class (7-9 people). These meetings are to discuss cases, counseling skills and program development, advocacy, leadership, collaboration, challenges at the school site and areas of growth and professional development.

Assessment of Candidates

How, when candidates are assessed for program competencies

Candidate assessment in the School Counseling Program is measured by the following material: A) Embedded Course Assessments, B) School Counseling Final Fieldwork Evaluation Form (competency performance), C) Evaluation of the candidate's performance in school counseling practicum by on site mentor counselor, D) Evaluation of candidate's performance by university fieldwork supervisors, and E) Self-reported evaluation on performance by USF school counseling candidates. Assessments within each course are developed to assess student competencies as they relate to standards emphasized in each course. The School Counseling Final Fieldwork Evaluation Form is used to provide an assessment of the candidate's competency performance for each of the 12 domains. On-site Mentor Counselors provide written feedback on the candidate's performance at his or her own school site. On the University of San Francisco Fieldwork Instructor Evaluation form, fieldwork supervisors provide written, detailed feedback about the candidate's development towards the 12 competencies. Supervisors also discuss performance in fieldwork supervision meetings, case conceptualization, ethical issues, and professional development. Also, School Counseling candidates provide a detailed and descriptive evaluation of their own development and competencies as school counselors at their school site.

To address program effectiveness as it relates to candidate competency the follow measures are used: A) Exit Surveys, B) SUMMA, C) Adjunct Feedback, D) Course Review of Assignments and Activities, E) Job Placement, F) Retention Rate Date, G) Feedback from District Administration and Staff, and H) School Counseling Curriculum Map. Exit surveys are used to evaluate candidates' perceptions of the program, feedback about curriculum and faculty, fieldwork experiences, and other programmatic experiences. Findings are used to inform program improvements. SUMMA assessments are used to gather candidate feedback on individual credential courses. This data helps inform instructors and the program director and about candidates' perception of their learning within each course. Individual and group meetings with adjunct faculty in the School Counseling Program highlight overlap and gaps in the curriculum and help to identify areas of improvement. Course syllabi, assignments, and curricular activities are reviewed for overlap, assessment of program goals, and an evaluation of the standards in the Program. Job placement survey data provides information regarding effectiveness of the program model in assisting candidates to secure administrative positions. Tracking is used to determine the progress and completion rates of all students who enter the program and make it past our initial census date.

What advice do candidates receive about how they will be assessed in the program and informed of the results of those assessments?

New students must meet with their advisor within the first month of the program. During this meeting, they discuss student assessment and evaluation in depth. In addition, when candidates enter the program they attend a two-day orientation, which includes a general program orientation (all-day) and a fieldwork orientation (four hours). These sessions includes details about how they are assessed and evaluated throughout the program. The program orientation discusses their academic assessment and overall program performance and standing. The fieldwork orientation discusses in depth, how they are evaluated along the 12 competencies and at their fieldwork site. This orientation also discusses how students are evaluated in the fieldwork class and by their mentor counselor. Candidates receive this feedback and the results of their assessment at the beginning of the following semester by both their advisor and fieldwork instructor. Further, the faculty and fieldwork instructors meet to discuss each student’s performance in classes and fieldwork and these reviews are shared with the candidates by the advisor at the beginning of the following semester.

APPENDIX I:

Course Assignments, Handouts and Paperwork

CPSY 606

Cultural Values Exercise

Description: The cultural values exercise is based on Kluckhohn & Strodtbeck Value-Orientation Model that distinguishes between individualism and collectivism, students are asked to place themselves in this model and then the exercise has them share their value orientation in dyads. We discuss similarities and differences that came out in understanding each other, how we have a strong cultural value orientation, and the notion of biculturalism for students of color who have both individualistic and collectivistic values.

Cultural Values Exercise

In dyads students will share their cultural value orientation, practice active-selective attention in understanding cultural information, share your perceptions and interpretations of your classmates cultural values narrative or story, receive feedback on how you interpreted the narrative, and engage in dialogue about what was learned in the experience.

Activity:

1. Speaker: Share your own value orientation according to the four dimensions of the Value-Orientation Model.

2. Listener: Listen for speaker's cultural frame of reference. Employ active-selective attention by noting relevant information and your perceptions of the speaker's narrative/story.

Speaker will have 7-10 minutes to share.

3. Listener: Share your perception of the speaker's cultural worldview in relation to the individualism and collectivism orientation. You are providing your reflections, perceptions, and interpretations.

Listener will have about 5 minutes to provide reflections.

4. Speaker: Give feedback to the listener about their perceptions of your cultural value orientation. Where was the listener accurate (understood you), where was she/he not quite accurate or off (inferential error), and where did he/she provide you with new insight or information.

Speaker will have about 5 minutes to provide feedback.

Then switch roles, the speaker becomes the listener, and the listener becomes the speaker and repeat the activity.

CPSY 606
Racial/Cultural Identity Fishbowl

For participants of ethnic minority fishbowl:

Reflect on the ethnic identity stages of the Racial/Cultural Identity Model (RCID) (Atkinson, Morten, Sue). Does this stage model reflect in any way your racial and cultural identity experience?

What aspects of the model have you experienced? How does the model not reflect your racial and cultural identity experience and why?

Is there anything you would like to change about your racial and cultural identity? If so, what? If not, why not.

What particular stages or processes of ethnic identity development may be difficult or comfortable for you to handle with a client?

How does your ethnocultural identity pose an issue for clients in certain stages or processes with racial and cultural identity?

For observers of ethnic minority fishbowl:

What insight did you gain that helped you understand the identity experience for ethnic minorities?

What new piece of knowledge contributed to your further awareness of racial and cultural identity development?

What is still confusing or least clear about the racial and cultural development process for ethnic minorities?

For participants and observers:

What did you learn about yourself and your racial and cultural identity as a result of the fishbowl experience?

How did the information and experiences shared by others help to make you a more culturally aware and sensitive counselor?

CPSY 606: White Identity Fishbowl cont'd…

For participants of white identity fishbowl:

Reflect on the white identity stages of the Hardiman Model of White Identity or Helm's Model of White Racial Identity Development. Do these stage models reflect in any way your racial and cultural identity experience?

What aspects of the model have you experienced? How does the model not reflect your racial and cultural identity experience and why?

Is there anything you would like to change about your racial and cultural identity? If so, what? If not, why not.

What particular stages or processes of white identity development may be difficult or comfortable for you to handle with a client?

How does your ethnocultural identity pose an issue for clients in certain stages or processes with racial and cultural identity?

For observers of white identity fishbowl:

What insight did you gain that helped you understand the white identity experience?

What new piece of knowledge contributed to your further awareness of white identity development?

What is still confusing or least clear about the white identity development process?

For participants and observers:

What did you learn about yourself and your racial and cultural identity as a result of the fishbowl experience?

How did the information and experiences shared by others help to make you a more culturally aware and sensitive counselor?

CPSY606 Cross Cultural Counseling

The Identity Wheel Exercise: Social Justice as Practice curriculum (Carlton Green et al. 2009, Boston College)

Objective: This activity facilitates counselors' self-reflection and awareness about the different components of their identity. I deliberately have used this activity to initiate dialogues with respect to race, privilege, sexual orientation in the classroom (usually small settings), and the importance that multiple roles have in one's identity. After devoting time to self-reflection about the counselor identity, a dialogue about counselor-client differences and relationship within the multiple identities also takes place.

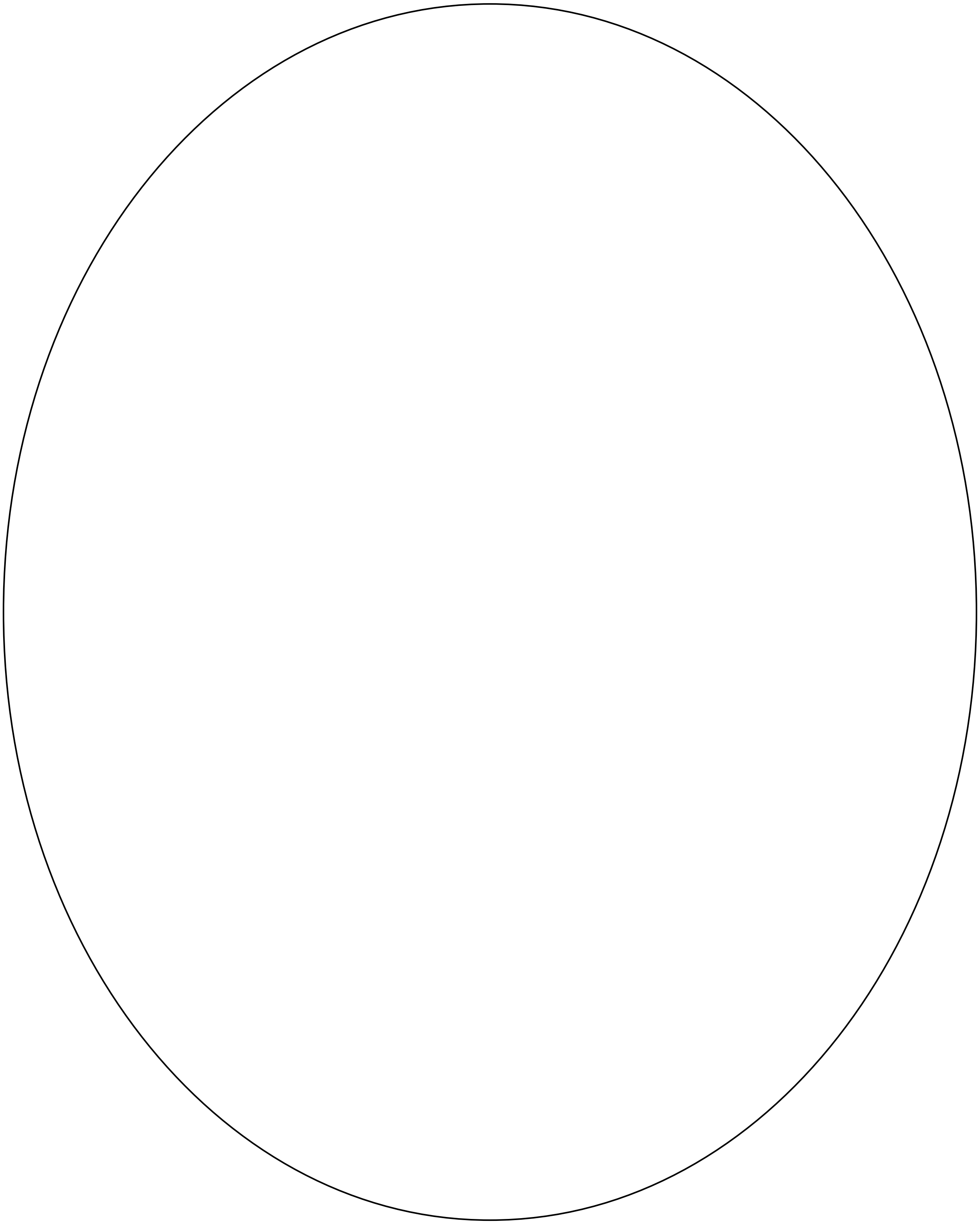
Materials: Handouts for identity wheel (next page).

Instructions:

- Have students think about the aspects of their identity that are most important to them.
- After doing so, they should draw eight "spokes" (i.e., lines) out from the middle of the circle. On each "spoke," students will write something that is important to their identity. For example, students could write "student," "daughter," "child of divorce," "boy scout," "gay," and/or "Jewish."
- Remind students that they should be prepared to share the qualities with the rest of the class; therefore, they must make choices about what they will include.

* The spokes do not have to be equidistant from each other. Encourage students to allot more space for larger parts of their identity that feel more important than other aspects of their identity.
* Give students approximately 5 minutes to work on their identity wheel. Then, give each student approximately 3 minutes to share their identity wheel with their classmates.
* Some reflection questions for this activity are:
- What aspect of this identity wheel you are the most proud of?
- What is the aspect of this wheel you are struggling the most with?
- What has surprised you about this activity?
- Are there words that your friends or family might use to describe you that you did not use? Are there aspects of your identity that may be more salient for others than for you?
* How important was race/ethnicity for members of this group? How about gender? Sexual orientation? Age? Family upbringing?
* What were the most important common factors found in this group?

Identity wheel cont'd…



CPSY 606

CROSS CULTURAL COUNSELING

GROUP PRESENTATION GUIDELINES

Professor Elena Flores

Group Collaboration and Consultation

Development of effective cross-cultural counseling knowledge and skills takes practice and reflection on your work, which is often done in consultation with others. This exercise will provide you an opportunity to collaborate with your classmates, to share your knowledge with others, and to engage in dialogue for the purpose of enhancing awareness and skills.

General Requirements

1. Students will choose a class topic of interest and work in small groups to organize a presentation to the class. Students will present the material to the class and lead class discussions.

2. The presentation must use assigned readings and incorporate other relevant literature, such as material from journal articles, books, fiction, autobiographies, films, videos, and other stories.

3. Provide a written outline of the presentation to the class and any relevant materials or handouts. Plan ahead and provide any materials to the instructor who can get them copied for the class.

4. The presentation will involve around 60-90 minutes and the second part of the presentation will focus on application of material through class discussion.

Guidelines for Topic Presentations

Ethnic groups- Native Americans, Latinos, African Americans, Asian Americans

1. Describe traditional cultural values, philosophical and/or cultural worldview of the ethnocultural group. This may include both general and cultural –specific values and beliefs.

2. Describe family structure and cultural practices expressed in the family and interpersonal relationships within the ethnocultural group. In particular, family practices and obligations, gender role expectations, marital relationships, parent-child relationships, and any other relevant information.

3. Describe relevant counseling approaches and strategies for working with youth from this ethnocultural group. This may include both universal and culture-specific approaches through individual, group or community modalities.

Topic of Sexual Orientation

1. Describe important sociocultural and personal issues impacting the LGBT community and LGBT youth that counselors need to be aware of and that might be concerns affecting social-emotional development and academic success . For example, discrimination, safety, HIV, coming out process.

2. Address sexual identity models as they apply to LGBT individuals, especially children and youth.

3. Describe relevant counseling goals, approaches and strategies for providing counseling interventions with LGBT youth, and consultation with parents.

Topic of Disability

1. Describe important sociocultural and personal issues impacting students with disabilities that counselors need to be aware of and that might be concerns affecting social-emotional development and academic success. For example, stigma, discrimination, segregation, identity issues.

2. Address general issues affecting students with specific disabilities. The group may want to focus on learning disabilities, physical disabilities, and one other disability of interest. What are the disability-specific issues for children and adolescents.

3. Describe relevant counseling goals, approaches and strategies for providing counseling interventions for students with disabilities, and consultation with parents.

CPSY 606

CROSS CULTURAL COUNSELING PERSONAL REFLECTION PAPER

Professor Elena Flores

Purpose:

* To increase students' awareness of their ethnocultural values and identity, and to integrate this awareness into counseling practice.

* Provide an opportunity for students to explore their own personal experiences, feelings, and emotions concerning their ethnocultural background.

Ethnocultural Values and Identity of the Counselor

Counselors need to be aware of their own cultural values and norms and how their value orientation affects the counseling relationship. It is important for counselors to explore their own ethnic and cultural identity. Sensitivity to differences in ethnic identity between the counselor and students will enhance the counseling relationship. Write 5 pages responding to the questions below.

1. Describe your ethnocultural background; the cultural context of where you grew up, and who in your family influenced your sense of ethnocultural identity?

2. In your family, what were the cultural values and ethnic characteristics expressed or demonstrated by family members. What values or characteristics of your ethnocultural group do you like the most and which do you like the least?

3. Describe any early experience of feeling different due to culture, race, class, gender, sexual orientation or any other aspect that impacted your sense of an ethnocultural identity.

4. How do you think your cultural values and ethnic/cultural identity will affect your counseling individuals and families from different ethnocultural groups?

CPSY 606
Racial/Cultural Identity
Personal Reflections

Reflect on the ethnic identity stages of the Racial/Cultural Identity Model (RCID) (Atkinson, Morten, Sue). Does this stage model reflect in any way your racial and cultural identity experience?

What aspects of the model have you experienced? How does the model not reflect your racial and cultural identity experience and why?

Is there anything you would like to change about your racial and cultural identity? If so, what? If not, why not.

What insight did you gain that helped you understand the identity experience for ethnic minorities?

What new piece of knowledge contributed to your further awareness of racial and cultural identity development?

What is still confusing or least clear about the racial and cultural development process for ethnic minorities?

White Identity Reflections

Reflect on the white identity stages of the Hardiman Model of White Identity or Helm's Model of White Racial Identity Development. Do any of these stage models reflect your racial and cultural identity experience?

What aspects of the model have you experienced? How does the tmodel not reflect your racial and cultural identity experience and why?

What insight did you gain that helped you understand the white identity experience?

What new piece of knowledge contributed to your further awareness of white identity development?

What is still confusing or least clear about the white identity development process?

CPSY 606
Cross Cultural Counseling

Final Paper: Multicultural Youth Case Study

Conduct a counseling interview with an ethnically diverse student in your school who is considered to have some problem or issue that requires counseling. The student must be of an ethnic and cultural background different from your own, and preferably of a cultural background that you are most unfamiliar. Interview significant family members or teachers, if possible, to broaden your understanding of the cultural context of the student's life and to provide further awareness of the issues.

Utilize the following questions and areas to explore in your paper as a guideline.

1. What does the student consider to be the problem or issues that you would address in counseling? What do the parents and other family members consider to be the problem or issues from their perspective? What is the perspective of the teacher, principal or other relevant school staff.

2. What would you consider to be the socio-cultural issues, i.e. involving cultural values, family relationships, intergenerational conflicts, gender issues, experiences of prejudice or stereotyping, etc. that are unique to this particular student? Describe the cultural issues impacting this student's current struggle and provide a cultural analysis.

3. Describe the student's cultural identity issues and how you might approach helping her or him address any concerns and enhancing identity development?

4. Describe the student's educational goals, the parents or family's expectations of the student, the parent's positive and negative experiences with the school, and the student's and parent's recommendations for resolving the problems or issues.

5. What might be a counseling approach or interventions you might do to help with the student's personal and social development within her or his socio-cultural reality? How would you involve the parents and significant family members. What difficulties or biases might you encounter in addressing these issues?

CPSY 606

APPENDIX

School Counselor Multicultural Competence Checklist

COMPETENCE

Met Unmet

1.. MulticultllralCounseling

1 I can recognize when my attitudes, beliefS, and values are interfering with providing the best setvices to my students

2 I can id t:if}r

3 I can discuss how culture affects the help-seeking behaviorsof students.

4 I can describe the degree to which a counseling approach is culturally ! 1agp.ropriate ·

5 I usc culturally appropriate interventions and counseling approaches (c g, indigenous puctices) with students

6 I caillist a.t least three barriers that prevent ethnic minority students from using cow1sclings vices.

7. I can anticipate when my helping styJc is inappropriate for a culturally d.ifl:erent student

8. I can give examples of how sterotypical beliefs about culturally different per,sons impact the counseling relationship

II. Mu[ticultura(Consultation

9 I am awa:re of how culture affects traditional models of consultation.

10- I can discuss at least one model of multicultural consultation

11 I recognize when racial and cultwal issues are impacting the consultation process

12 I can identifY when the race and/or culture of the client is a problem for the consultce

13 I discuss issues related to £ace/ethnidty/culture during the consultation process, when applicable.

111.. Understanding Racism and Student Resistance

14 I can define and discuss White privilege.

15 I can discuss how I (if Emopean American/White} am privileged based on my race.

16 I can klencifY racist aspects of educational institutions

17. I can define and discuss prejudice

18. I recognize and challenge colleagues -about disoimination and discriminatory ptactices in schools

19 I can define and discuss racism and its impact on the counseling process

20. I can help students determine whether a problem stems from t-acism or biases in others

21 I Wldetstand the Jd-ationship between student !esistance and racism

22 I include topics related to race and racism in my classroom guidance units

APPENDIX

School Counselor Multicultural Competence Checklist (continued)

COMPETENCE
Met Unmet

IV. Understanding Racial and/or Ethnic Identity Development

23. **I** am able to discuss at least two theories of racial and/or ethnic identity development.

24_ **I** use mcial/ethnic identity develOpment theoties to understand my students, problems and concerns

25" **I** have assessed my own racial/ethnic development in order to enhance my counseling.

V.. Multicultural Assessment

26 **I** can discuss the potential bias of two assessment instruments frequently used in the schools

27. I can evaluate instt Wltents that may be biased against certain groups of students

28.. I am able to use test information approptiately with culturally dive se parents.

29. I view myself as an advocate for fair testing and the appropriate use of testing of children fiom diverse backgrounds

30. I can identifY whether or not the assessment process is culturally sensitive

31" I can discuss how the .identification of the assessment process might be biased against mino1ity populations.

VI.. Multicultural Family Counseling

32. I can discuss family counseling fium a cultural/ethnic pels.Pective.

33. I can discuss at !east two ethnic group's tt.a.ditional gender rule expectations and rituals.

34. **I** anticipate when my helping styie *is* inapprop1iate for an ethnically different parent or guardian

35 **I** can discuss culturally dlveae methods of parenting and discipline

VII.. Soda1 Advocacy

36 I am knowledgeable of the psychological and societal issues that affect dl.e development of ethnic minority students

37.. When counseling, I cons1def the psychological *md* societal issues that affect the development of ethnic minority students

38. I work with .fum.ilies and community members in order to reintegrate them with the s.chool

39. I can define "social dw.1gc agent ,,

40 **I** per-ceive myself as being a "social change agent "

41 **I** can discuss what it m<:ans to take an 'lactivist counseling" approach.

42 I inte:rvene with students at the individual and systemic levels

43 **I** can discuss how fa.ctors such as poverty and powerlessness have influCnced the current conditions of at least two ethnic groups.

APPENDIX

School Counselor Multicultural Competence Checklist
(continued)

COMPETENCE
Met Unmet

VIII,. Developing School-Family-Community Partnerships

44. I have developed a school-family-community partnership team or some similar type of group that consists of community members, parents, and school personnel.

45 I am aware of community resources that are available for students and their families

46. I work with community leaders and other resources in the community to assist with student (and family) concerns

IX. Understanding Cross-Cultural Interpersonal Interactions

47. I am able to discuss interaction patterns that might influence ethnic minority students' perceptions of inclusion in the school community.

48. I solicit feedback from students regarding my interactions with them

49. I verbally communicate my acceptance of culturally different students

50. I nonverbally communicate my acceptance of culturally different students.

51 I am mindful of the manner in which I speak and the emotional tone of my interactions with culturally diverse students

CPSY 606: LGBT Local Resources

Lavender Youth Recreation and Information Center (LYRIC): A community center for LGBTQQ
youth. 127 Collingwood Street Sari Francisco, CA 94114 415.703.6150
http://lyric.org/home.html

The Charles M. Holmes Campus at The San Francisco LGBT Community Center: Connecting the
LGBT community to opportunities, resources, and each other.
1800 Market Street San Francisco, CA 94102 415.865.5555
http://www.sfcenter.org/index.php

Family Acceptance Project: Community research, intervention, education and policy initiative
working to decrease health and related risks for LGBT youth.
San Francisco State University 3004 - 16th Street, #301 San Francisco, CA 94103
http://familyproject.sfsu.edu/home

Health Initiatives for Youth (HIFY): Improving the health and well-being of underserved youth
through leadership, education, and advocacy in pursuit of multi-level social change.
235 Montgomery St, Suite 643 San Francisco, CA 94104
415.274.19
70 http://www.hify.org/index.html

COLAGE: Resources for people with a lesbian, gay, bisexual, transgender, or queer parent.
1550 Bryant Street, Suite 830 San Francisco, CA 94103 415.861.5437
http://www.colaqe.org/

SFUSD LGBTQ Support Services: Supporting educators with resources to address LGBTQ
topics in school. 1515 Quintara San Francisco, CA 415.242.2615
http://healthiersf.org/LGBTQ/index.cfm

Gay-Straight Alliance Network: A youth leadership organization that connects school-based GSA's
to each other and community resources. 1550 Bryant St. Ste. 800 San Francisco, CA 94103
415.552.4229 http://www.gsanetwork.org/

National Resources

Parents, Families and Friends of Lesbians and Gays (PFLAG): Promoting the health and well-being of LGBT persons, their families and friends through support, education, and advocacy. http://community.pflag.org/page.aspx?pid-194

GLSEN: The Gay, Lesbian and Straight Education Network focuses on ensuring safe schools for all students. http://www.qlsen.org/cqi-bin/iowa/all/home/index.html

Safe Schools Coalition: Helping to reduce bias-based bullying and violence in schools and helping schools better meet the needs of sexual minority youth and children with sexual minority parents/guardians. http://www.safeschoolscoalition.org/safe.html

The Trevor Project: Working to end suicide among LGBTQ youth by providing life-saving and life-affirming resources. http://www.thetrevorproject.org/

By Amy Abero and Kristen Yee

CPSY 606: The Guiding Principles of Cultural Proficiency

Culture is Ever Present
Acknowledge culture as a predominant force in shaping behaviors, values, and institutions. Although you may be included to take offense at behaviors that differ from yours, remind yourself that it may not be personal; it may be cultural.

People are Served to Varying Degrees by the Dominant Culture
What works well in organizations and in the community for you, and others who are like you, may *work* against members of other cultural groups. Failure to make such an acknowledgement puts the burden for change on one group.

People Have Group Identities and Personal Identities
Although it is important to treat all people as individuals, it is also important to acknowledge the group identity of individuals. Actions must be taken with the awareness that the dignity of a person is not guaranteed unless the dignity of his or her people is also preserved.

Diversity within Cultures is Important
Because diversity Within culture is as important as diversity between cultures, it is important to learn about cultural groups not as monoliTHS, such as Asians, Latinos, Gay Men and Women, but as the complex and diverse groups that they ate. Often, because of the class differences in the United States, there will be more in common across cultural lines than within them.

Each Group Has Unique Cultural Needs
Each cultural group has unique needs that cannot be met within the boundaries of the dominant culture. Expressions of one group's cultural identity do not imply a disrespect for yours. Make room in your organization for several paTHS that lead to the same goal.

Continued…

CULTURAL COMPETENCE CONTINUUM

CULTURAL COMPETENCE IS A SET OF CONGRUENT BEHAVIORS, ATTITUDES, AND POLICIES THAT COME TOGETHER AS A SYSTEM, AGENCY OR AMONG PROFESSIONALS AND ENABLE *THEM* TO WORK EFFECTIVELY IN CROSS-CULTURAL SITUATIONS. A CULTURALLY COMPETENT SYSTEM OF CARE ACKNOWLEDGES AND INCORPORATES---AT ALL LEVELS---THE IMPORTANCE OF CULTURE, THE ASSESSMENT OF CROSS CULTURAL. RELATIONS, VIGILANCE TOWARDS THE DYNAMICS THAT RESULT FROM CULTURAL DIFFERENCES, THE EXPANSION OF CULTURAL KNOWLEDGE, AND THE ADAPTATION OF SERVICES TO MEET CULTURALLY UNIQUE NEEDS

I. CULTURAL DESTRUCTIVENESS

REPRESENTED BY ATTITUDES, POLICIES AND PRACTICES THAT ARE DESTRUCTIVE TO CULTURES AND CONSEQUENTLY TO THE INDIVIDUAL WITHIN THE CULTURE. THE MOST EXTREME EXAMPLE OF THIS IS CULTURAL GENOCIDE--- THE PURPOSEFUL DESTRUCTION OF A CULTURE. (INDIAN CHILD WELFARE ACT, EXCLUSION LAWS OF 1885-1965).

II. CULTURAL INCAPACITY

. REPRESENTED BY EXTREME BIAS, BELIEF IN RACIAL SUPERIORITY AND SUPREMACY OF A DOMINANT GROUP, AND ASSUMES A PATERNAL POSTURE TOWARDS “LESSER" RACES. OFTEN CHARACTERIZED BY IGNORANCE AND UNREALISTIC FEAR OF PEOPLE OF COLOR, SUBTLE MESSAGES OF REJECTION ("OFFENSIVE MECHANISMS"), LOWER EXPECTATIONS OF PERFORMANCE OF THE MINORITY GROUP, ETC.

III. CULTURAL BLINDNESS

REPRESENTED BY THE BELIEF THAT COLOR MAKES NO DIFFERENCE AND THAT ALL PEOPLE ARE THE SAME. THERE IS A PRESUMPTION THAT THE BEHAVIOR, VALUES, ETC. OF THE DOMINANT CULTURE ARE UNIVERSALLY APPLICABLE AND BENEFICIAL; AND ASSUMPTION THAT INDIVIDUALS OF MINORITY CULTURES WHO DO NOT MEET THE EXPECTATION OF THE DOMINANT GROUP IS DUE TO A DEFICIENCY OR LACK OF DESIRE TO ACHIEVE RATHER THAT THE FACT THAT THE SYSTEM ONLY WORKS FOR THE MOST ASSIMILATED.

IV. CULTURAL COMPETENCE

MANIFESTED BY THE AWARENESS OF THE LIMITATIONS IN CROSS-CULTlJR4L INTERACTIONS AND POSSIBLY A DESIRE TO PROVIDE FAIR AND EQUITABLE TREATMENT THAT IS CULTURALLY APPROPRIATE. HOWEVER, BECAUSE OF A LACK OF KNOWLEDGE, SKILLS M'D COMMITMENT, THE INDIVIDUAL OR AGENCY LAPSES INTO A FALSE SENSE OF ACCOMPLISHMENT (E.G., TOKENISM) OR FAILURE ("I TRIED") THAT PREVENTS MOVING FORWARD ALONG THE CONTINUUM.

V. CULTURAL COMPETENCE

MANIFESTED BY ACCEPTANCE AND RESPECT FOR DIFFERENCE BY CONTINUOUS SELFASSESSMENT REGARDING ONE'S OWN CULTURE. AND THE CULTURE OF OTHERS," CAREFUL ATTENTION TO THE DYNAMICS OF DIFFERENCE AND THE FLEXIBILITY OF

. BELIEFS. IT ALSO INCLUDES CONTINUOUSLY EXPANDING CULTURAL KNOWLEDGE AND RESOURCES AND FOSTERING THE ADAPTATJON OF POLICIES AND PRACTICES OF ORGANIZATION TO ACCOMMODATE ALL CULTURES.

CPSY 606: GENDER ISSUES FOR COUNSELING YOUTH

Importance of friendships. [Michael Thompson] Peers provide the following skills:

- effective communication
- modulating aggression
- sexual socializations (female scripts more romantic & male scripts about the approach/or game)
- practice of moral values- rules, fairness

There is a difference between friendships which are more intimate, supportive and popularity which is based on other criteria that is gender based:

For Girls (middle school):

- looks
- clothes
- money
- personality (charisma

For Boys (middle school)

- sports
- height and build
- humor
- money & personality

Popularity is what kids think about and worry about. Popular kids have a lot of power over other kids. There are rules to being popular- for example, girls feel you have to act dumb. As kids move into high school other criteria begins to matter, such as leadership ability, intelligence, talent. But most kids must pass through this experience of fitting in somewhere and belonging somehow. Friendships help them survive through these popularity and being somebody issues.

Counselors and parents need to support kids friendships because this relationship buffers them against teasing, cruelty and helps develop self-esteem; and stay out of popularity wars. Kids only need a friend or two. The kids without a true friend are most at risk.

Boys Issues [William Pollack]

- Boy code- old rules favor male stoicism and make boys feel ashamed about expressing weakness or vulnerability; they feel they will be teased, bullied, humiliated, beaten up or even murdered if they express their trust feelings

- Boys feel they are navigating life alone, and emotionally they are alone, but many feel they are drowning in isolation, depression, loneliness and despair. Often this despair is channeled into feelings of disappointment, self-doubt, rage, and impulsive acts.

- In reality boys long to talk about the things that. are hurting them, such as their harassment from other boys, troubled relationships with their fathers, their embarrassment around girls, their confusion about sex, their disconnection from parents, the violence that haunts them at school and on the street, and constant fear that they might not be as masculine as other boys.

- Our boys and young men are not receiving the consistent attention, empathy, and support that they need and desire. We've developed and culture where boys only feel comfortable communicating a small portion of their feelings and experiences. We have a hard time understanding them when they do talk and they have difficulties expressing themselves in ways for us to fully appreciate their experiences.

- Boys are aware of how society constrains them and they notice how other boys, men, fathers,. male teachers hold back as well. We need to teach and even allow boys to express themselves. Boys are inherently just as competent about their emotions as girls are, and just as interested in close friendships, connections, and spiritual growth.

  - Pollock recommends ways of reaching out and listening to boys:
  1) creating a "safe space" or a "shame free zone"; 2) give him the time he needs to feel comfortable expressing himself; 3) seek out and provide alternative pathways for expression, by engaging in "action talk", talking while engaging in action-oriented activity;
  4) listening, without interrupting or judging, to everything he has to say; 5) giving him affirmations and affection.

Girls Issues

- Girl's development and psychological growth occurs "in connection" with others, and the subjective experience of the self is organized and developed into interaction with others through important ongoing relationships. Important aspects of self-development such as self-worth, self-awareness, creativity, and self-reliance develop within a context of relationships, not by separating from parents or family. [Relational Theory, (Gilligan, Jordan, Miller)]

- Key to girl's healthy psychological development is mutuality in relationships, the development of mutually empathic and mutually empowering relationships with primary caregivers, with family members, friendships, and intimate partners. Thus, relational development for adolescent girls occurs within relationships that are based on a process of mutual exchange where individuals share their experience, and attend and respond to each other.

- Girls need to maintain relational connection with parents, friends, partners because the failure to remain mutually involved with them often leaves girls feeling disconnected, confused, and distressed. It is the separation from or loss of relationships, and the resulting feeling of personal isolation and despair that contributes to diminished self- worth and confidence, interpersonal problems, anxiety and depression in adolescent girls.

- Girls are especially vulnerable to issues of confidence in their abilities, feeling competent in certain areas (math and science), believing in their talents, and feeling a sense of their innate value. Our culture devalues both women and the qualities it projects onto them, such as nurturance, cooperation, and intuition. It has taught girls to undervalue themselves, to denigrate their work, discount their success, to feel underserving of their dreams or their achievements.

- Girls are hesitant to speak out in the classroom, to please others (teachers, parents) and appease boys,girls learn to hold back or it's not O.K. to be assertive, thus cooperative learning is especially important for girls. They are challenged to be independent to fulfill their potential but compliant to be "nice girls', to achieve but to minimize her success, to be self-determining and to value others over herself; thus they are in conflict between competing expectations, silence vs outspoken, cooperation vs competition.

CPSY 606

Native American Resources in the Bay Area

Native Health Center: http://www.nativehealth.org/
31241nternational Blvd. in Oakland (510) 434.5421
- o Clinic (medical and dental)
- o Youth services
- o Services for the elderly o Mental health
- o Cultural events and weekly programming
- o Support for the NA community of the Bay Area

San Francisco Clinic: 160 Capp St. (415) 621.8051
Richmond Center: 260 23rd St. (510) 232.7020

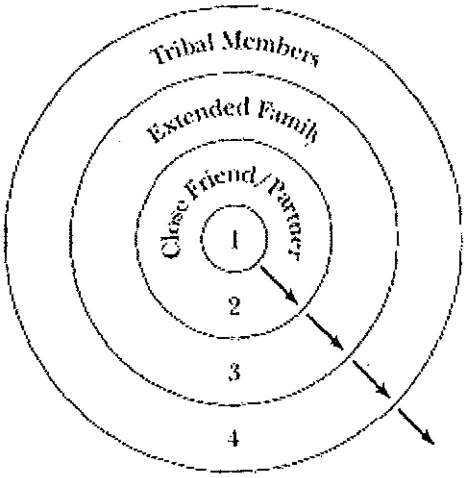
Ohlone People of the Bay Area: http://ohloneprofiles.org/

California Indian Museum and Cultural Center: http://www.cimcc.org/
5250 Aero Dr. in Santa Rosa (707) 579.3004

Traditional NA Healing Concepts:	Do's	Don'ts
Relational, Circular	Know the history of American Indian Communities	Gloss over rich information
Mind, body, Spirit/ One Mystical/Acceptance	Get to know the community	Undervalue the client's worldview
Ceremonials/Rituals	Establish trust, respect, and rapport	Use direct, confrontational questioning
Tribal Connectedness	Pay attention to the customs and cultures	Take over the role of the Native American traditional healers (highly respected elders)
Spiritually and Balance	Acknowledge tribal and familial affiliation of client	
Cooperation/Sharing	Understand the residential effect on socialization	
Humility/Respectful	Explain basic counseling skills (self-disclosure)	

Present oriented	Use humor/art (storytelling, games, puppetry}		
Herbs, Plants, Nature	Traditional/conventional technique combination (talking circles, sweat lodges, cultural forums}		

Figure 1.1. Four Circles Review of Important Relationships.



Four Circles Review of Important Relationships

l, The Creator

2. Close friend or partner

3. Extended family (cousins, aunts, uncles, and so on)

4. Tribal members

Risk Factors for Native Americans

-Depression and poor mental health

-Substance abuse, especially alcoholism. 10.7 percent of all Native American and Alaskan Native age groups suffered from alcohol use disorder. Also, out of all races and ethnic groups, Native Americans have the highest rate of smoking.

-Within the United States, Native American men have been found to be dying at the fastest rate of all people

-Suicide and accidental death

-Hopelessness connected to lack of opportunities--Native Americans have the highest poverty and unemployment rates in the United States of America. The unemployment rate today on the Blackfoot Reservation in Montana is 69%.

--Poor nutrition and obesity. Among Native Americans, 34% of men and 40% of women are overweight. Highs rate of diabetes, heart disease.

Protective Factors for Native Americans

-Cultural pride. It is very important to Native Americans to have a positive connection to their history and culture.

-Ethnic identity

-Family cohesion. Although many Native American families have been uprooted and broken apart, there is a strong cultural tradition of honoring children and the elderly. Native Americans often find comfort, safety, and pride in their family roles, even in difficult economic circumstances.

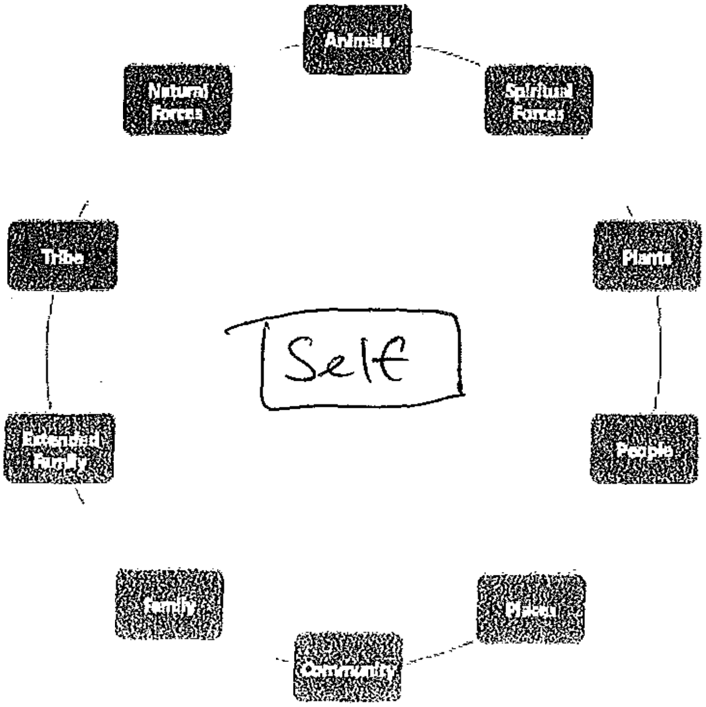
-Network of informal caregivers

-Community connectedness

-Resiliency. Native Americans are the most resilient ethnic group in the United States arid are in the process of rebuilding and restoring their communities for the next generations.

Cultural Self: Native American

(Dana 1998)


Animals
Natural Forces
Spiritual Forces
Tribe
Plants
Self
Extended Family
People
Family
Places
Community

Cultural Self: Anglo American (also the default cultural space in America)

(Dana 1998)

- Self is located within us with clear, strong boundaries between self and others
- Self is stable across situations
- Self focus is on internal, innate abilities, traits
- Self guides past & future behavior
- Behavior is less influenced by context & social norms

CPSY 606

Racial/Cultural Identity Development Model – R/CID

(Atkinson, Morten, & Sue, 1979; 1983; 1989)

- **conformity** – preference for dominant cultural values over their own; lifestyles, value systems, and cultural/physical characteristics of white society highly valued while those of their own group viewed with disdain or repressed
    - dominant-subordinate relationships between two different cultures, adjust self to group with more prestige and power to avoid inferiority feelings, but creates ambivalence in individual, strong pressure for acculturation
    - feelings of inadequacy, blame their own group for low status, and whether their group should be segregated, confused identity

- **dissonance** – denial breaks down due to encountering information or experiences that leads to questioning and challenging current culturally held beliefs, attitudes and values; individual in conflict between disparate views that challenge current self-concept
    - begins to develop consciousness about sociopolitical issues, understands oppression, discrimination, and awareness that can't be white

- **resistance and immersion** – begins to resolve conflicts and confusions with greater understanding of social forces and role as a victim; endorses ethnocultural views and rejects dominant values and culture; reacts against white society and standards as not valid for him or her;
    - develops a stronger awareness and political consciousness about own cultural group and history of oppression
    - has a strong desire to eliminate oppression of own group; feelings of guilt and shame for selling out his own group and contributing and participating in oppression of own group and other cultural groups; strong sense of anger at oppression and own internalized feelings; reactive stage

- **introspection** – realizes intense feelings of anger toward white society is draining and takes energy from understanding themselves and own group; need for positive self definition in a proactive sense emerges; discontent and discomfort with group views seen as rigid and stifling of individual autonomy in favor of the group good
    - struggles to take things from own ethnic culture and dominate culture; critical of aspects of own cultural group, sorting out a bicultural identity

- **integrative awareness** – develop clarity about bicultural or multicultural identity – inner sense of security, own and appreciate unique aspects of own culture and chosen elements from U.S. culture;
    - develops greater individual control and flexibility over conflicts; realizes acceptable and unacceptable aspects in all cultures; desire and commitment to eliminate all oppression; cultural ways not necessarily in conflict

CPSY 607
Counseling Theory and Practice

Critical Analysis Paper #1
Due: September 9th, 2011
CASE

Lily is a 7th grade student referred to you by her teacher. The teacher describes Lily as a "lost child". She is bright, but doesn't apply herself. She is often late for class or absent due to illness. When in class, she is not a disruption, yet she tends to bite her nails nonstop. The teacher has the experience of knowing that Lily could answer a question, but when she is called on, she will feign ignorance. Oftentimes she will approach the teacher after class needing help to understand the assignments. The teacher feels strongly that this is a cry for adult attention. She tends to be a loner, hanging on the periphery of a group of "nerdy/smart" girls at lunch.

The teacher has had a difficult time getting in touch with Lily's parents regarding her school performance. Lily has a mother and older sister in High School. The family moved to California two years ago from Hawaii. The mother is Native Hawaiian. The father is African American. It is unclear whether the father passed away or left the family. Lily hasn't seen her dad in 5 years. She is often shy in class and sometimes can be seen rocking in her chair. They are a low-income family, mom works from 2-10 P.M. in a retail store. Lily is alone many days in the house.

Write your paper using the questions below (and the description on the syllabus):
Using at least **two** of the theories taught in class and in your readings (Psychoanalysis, Adlerian Therapy, Existential Therapy and Person-Centered Therapy) describe how you would conceptualize what is going on for this young girl.
Using theoretical terms and concepts, postulate what may be her issues and where they may they stem from?
Where does her cultural background and experience fit into the theory?
What are the therapeutic goals/tasks given the theories you selected?
What would be some of the interventions you would use?
What are some of your feelings around the transference that may develop? What would be your counter-transference issues if you were the counselor?
What would a positive outcome of counseling look like for this person's life?

Word of Caution: PLEASE make assumptions about Lily and her life to provide me with answers and intervention ideas, DO NOT spend a lot in your paper telling me what you need to find out about this girl and her life.

Counseling Theory and Practice CPY 607
Critical Analysis Paper: Case #2
Due: October 14th

You have been asked by your principal to provide counseling for a student in the fourth grade who is having behavioral problems in the classroom. The student's name is Ricky and he is 11 years old. Ricky has become progressively more aggressive with the girls in his grade. On the playground, his actions towards the girls tend to be argumentative (for example, the use of put downs and bullying with some pushing). He is increasingly breaking the class rules and is becoming disrespectful to his female teacher. Around the boys in his class, he tries to show a sense of "bigness and power". Last year these behaviors were not present, he got along with both the boys and girls in his class, and was respectful to his teacher. When asked about his behavior, Ricky states that the "girls deserve it, they are liars."

Ricky is the oldest of a family of four children in a Latino/a family. You find out that Ricky's parents are going through a very rough time emotionally and financially. You learn that Ricky's dad is convinced that his wife is cheating on him. Ricky's mom is overwhelmed with managing the younger children and needs Ricky to be very responsible. Ricky idealizes his dad and wants to see him as a "big" man in the world. Ricky's relationship with his mother has become increasingly distant in the last year, where Ricky is another disappointment to her, as is his father. The system of parenting and discipline within the house has dropped dramatically as the kids have taken a back seat to the growing problems in the marriage.

Please refer to the syllabus when writing your paper. In addition, answer the following questions:

- Using ideas from two theories (Gestalt Therapy, Behavior Therapy, Cognitive Behavior Therapy, Reality Therapy), how do you understand what might be happening to this child and in this family?
- Using specific terms from the theories, what maybe Ricky's issues and where may they stem from? Where does his cultural experience fit into this theory?
- What are the therapeutic goals/tasks given your theory? For Ricky? His family?
- What are some specific techniques/interventions you would use? Please provide specific examples of what you would say and do and your expected outcome.
- What are some feelings around transference that may develop? What would be your counter-transference issues if you were the counselor?
- What would a positive outcome of counseling look like for this person/family's life?
- Discuss the strengths and weaknesses of the theories you selected.
- Your paper must also include an analysis about how these theories relate or contrast to your cultural background and worldview.

CPSY 607: Counseling Theories and Practice
Critical Analysis paper #3

You have been running a group with 10th grade girls on self-esteem. Chris, a girl in the group, discloses in the last group session that she sometimes cuts herself. The other girls are concerned and when they ask her why, she says it's no big deal. She describes the cutting as a way of "zoning out" life's stressors. The group completes its final meeting with an agreement of mutual support in the future as needed, and Chris has agreed to see you individually to talk more about the cutting. When you meet with Chris, you find that her boyfriend recently broke up with her, which has been humiliating to her. She also discloses that she feels attracted to her best friend, Rebecca.

You have spoken with Chris' teachers and found out she is a good student. She could be excellent, but her focus is inconsistent. In conversation, a few of the teachers mention Chris's older sister, Amy, who was valedictorian and went to college at Harvard University last year. Chris is Irish-American and her parents immigrated from Ireland 20 years ago. The family is self-ascribed as traditional Catholic although Chris does not self-identify as religious. Chris' parents have Ph.D.s and work in the high tech industry. They take much pride in the accomplishments of their two children, Amy and Chris.

In finding out some additional background information, one of the teachers at your school taught 4th and 5th grades in the elementary school Chris attended. She remembers Chris becoming more introverted and nervous with the advent of the algebra curriculum. Chris continues to struggle with math.

Using these questions (and the description in the syllabus), write your paper:

- Using two different theories from the readings (Feminist Therapy, Postmodern Approaches, Family Systems Therapy), describe how you would conceptualize and understand this young girl.
- Using theory terms and concepts, postulate what may be her issues and where may they stem from? Where does her cultural experience fit into the theories
- What are the counseling goals/tasks given your theories selected?
- What would be some of the interventions you would use? Be specific
- What are some issues related to transference that may develop?
- What would be your counter-transference issues if you were the counselor?
- What would a positive outcome of counseling look like for this person's life?

Word of Caution: Please make assumptions about Chris and her life to give me answers and intervention ideas. DON'T spend a lot of your paper telling me what you need to find out about this girl and her life. Remember to APPLY the theories, not just tell me about it.

CPSY 607: Counseling Theory and Practice (samples of counseling skills feedback forms)
Encouraging, Paraphrasing, and Summarizing Feedback Sheet

(Name of Interviewer)

(Name of Person Completing Form)

Instructions: Write below as much as you can of each counselor statement. Then classify the statement as a question, and encourager, a paraphrase, a summarization, or other.

Counselor statement	Open Question	Closed question	Encourager	Paraphrase	Summarization	Use of silence
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

Please provide at least 3 specific suggestions for improvement to the counselor.

CPY 607
Feedback Form: Attending Behavior Exercise

*Name of interviewer*_________________________________
*Name of person completing form*_______________________

Instructions: Provide written feedback that is specific and observable, nonjudgmental and supportive.

1). Visual/eye contact. Facilitative? Staring? Avoiding? Sensitive to the individual client? At what points, if any, did the interviewer break contact? Facilitatively? Disruptively?

2). Vocal qualities. Vocal tone? Speech rate? Volume? Accent? Points at which these changed in response to client actions? Number of major changes or speech hesitations?

3). Verbal tracking and selective attention. Was the client able to tell the story? Stay on topic? Number of major topic jumps? Did shifts seem to indicate interviewer interest patterns? Did the interviewer demonstrate selective attention in pursuing one issue rather than another? Did the client have the majority of the talk-time?

4). Attentive body language/ Leaning? Gestures? Facial expressions? At what points, if any did the interviewer shift position or show a marked change in body language? Number or facilitative body language movements? Was the session authentic?

5). Specific positive aspects of the interview.

6). Discussion Questions: What areas of diversity do the interview and client represent? How does this affect the session?

CPSY607: Counseling Theories and Practice
Applying the MEA-SISM model
Case study: Nayibe

Nayibe is a 13-year-old student in 8th grade at your school. She, her mother, and older sister (Subaida) moved from a small village in Lebanon to the United States two years ago. They migrated to be closer to her maternal uncle and family who had been living in San Francisco for the past 11 years. The family lives at Nayibe's uncle's home with his family, and space at the home is limited. Nayibe's father passed away in a car accident when Nayibe was 4 years old. The entire family was in the car and she continues to have very traumatic memories associated with this accident and loss. Nayibe thinks every day that her life would be very different if her father was still around. She states that if her father was alive, she would still be in Lebanon with her extended family and friends.

Nayibe is an engaged and successful student. She enjoys her time at school and states that school is the highlight of her days. She has close relationships with her teachers and some of her classmates. She states that her friends are mostly Black students. She "identifies" with the Black students because there are not any other students from the Middle East at her school. Nayibe states that her mother does not approve of her friends because she is a racist. She has been experiencing a great deal of conflicts with her mother and uncle. She is upset at her mother for always agreeing with her uncle's "strict rules" and working too many hours. Nayibe states that her uncle does not allow her to go out with her friends and controls all she does at home. She blames her mother for moving the United States and sees her older sister as her only support at home.

Nayibe and her family are practicing Muslims. She believes in her faith, reads the Quran daily, but does not want to call too much attention and be "too different" at school. She reports that she has heard classmates and other students use racist slurs to refer to Muslims. She believes she may be the only Muslim student at her school. The family has experienced a great deal of discrimination because of their religious background. She wants to keep her Muslim identity "a secret" in school. Her coming of age has brought up more conflicts for her. She does not want to change the way she dresses because of her religion and her uncle has been pushing her to do so.

Nayibe is experiencing severe stress because of family and identity issues. Although she loves school and her friends, she feels like an important part of herself is not accepted. She states that she has problems focusing in her school work, continues to cry and has nightmares. She also reports that when she sees herself in the mirror she sees a scary monster instead of seeing herself. Nayibe is also very upset because her older sister is graduating this year from high school. Subaida will be moving out of town to attend college and Nayibe is worried that her only support at home will not be there for her anymore.

Using the Middle Eastern American Skills Identification Model:

- What are the main issues that come to mind when thinking of Nayibe and her family's cultural experience?
- Describe Nayibe's experiences at her school based on her ethno-cultural background and how it relates to her presenting concerns.
- What would you take in consideration *to connect* (SISM: Connecting with clients) with Nayibe (and her family)? (Counselor's worldview and client's worldview)
- What are important areas of *assessment* (SISM: Assessment) in light of the family's immigration history and negotiations across generations?

- What is your plan if you were to counsel her. Based on the MEA-SISM, including:
    - Facilitating awareness
    - Setting goals
    - Instigating change
    - Feedback/accountability

CPSY 607: Empathetic Listening Exercise: Person Centered

Boy, 17, tells you: "I can't stand this school anymore. It doesn't mean anything. I'm bored and frustrated, and I hate school. I feel like leaving today, but that's stupid because I am graduating in 2 monTHS"

a) What is this person experiencing?

____
____
____

b) Respond by reflecting what you heard.

____
____
____

Girl, 14 years old, tells you: "I feel like running away from home. My stepfather always criticizes me, and he puts me on restriction for things he claims I do that I don't do. My mother doesn't ever listen to me and always sides with him. They don't trust me at all"

a) What is this person experiencing?

____
____
____

b) Respond by reflecting what you heard.

____
____
____

A fifth grader tells you: "None of the other kids like me. They always pick on me and tease me. I try real hard to make friends, but everyone hates me"

a) What is this person experiencing?

____
____
____

b) Respond by reflecting what you heard.

____
____
____

CPY607. Counseling theory and practice
Developing your theoretical orientation

1. If you had to choose a counseling theory that is closest to your way of thinking/worldview, which theory (or theories) would this be? What is your theory of choice? (Explain)

a)
b)
c)

2. According to your theoretical orientation, what are the characteristics of the relationship between counselor and student(s)? (Directive vs. non-directive; essential for change, etc.)

3. How is the responsibility for change balanced between the student(s) and the counselor?

4. What time frame is generally emphasized? The past, the present, the future? (Explain how)

5. How is effective if the application of the theory to work with diverse populations?

6. Which of the theories we have studied this semester is the ***most divergent*** from the way you think? (Explain)

7. To what degree does your acceptance of rejection of your theory reflects your own biases?

Questions to be discussed in groups:

8. What counseling theories could be combined to give a broader, deeper, and more useful way of practicing school counseling?

9. Describe your counseling theoretical orientation as applied to school counseling. How would it look like? (i.e., in your individual work with students; room for counseling/classroom guidance; systemic interventions; community emphasis, etc)

CPSY 607: Counseling Theory and Practice
Final Project Outline

Group Presentations and Final papers are due December 2nd (half page proposal, written in class, is due from each group on Nov. 4th)

In groups of 2-4 people, develop a creative counseling technique, program, or method for culturally diverse individuals. Relate this to a specific student issue or populations (for example a cultural group) that you are interested in and discuss specific concerns that they may experience. You will be able to implement this program/method/curriculum of intervention in your school sites as part of your practicum experience in the Spring semester. In accordance to the ASCA model, during your Quantitative and Qualitative Research design class you will be assisted to develop instruments to evaluate the effectiveness of this technique/program/intervention.

As for the final project of the Counseling Theory and Practice course, each group will write a 20-40 page paper describing this technique/program/intervention. It is very important that you include relevant readings and lecture material in your paper since this final paper is a reflection of your work in the class to date. You may also include additional references that may be useful. You will also present and teach this technique to the class on the date listed above. In your paper you must discuss:

- Theoretical background and perspectives (select at least 2 counseling theories that support or contradict this creative technique/method/program. How is it different from what has been done before? Describe the problem)
- What is the previous literature or research related to your topic
- Target group (describe the group you are interested in helping. For example what grade? What is the cultural group you are interested in helping? EX. Latino youth)
- Issue (what is the problem/issue you are addressing? EX. Racial identity)
- Rationale (why is this important or needed?)
- Description (what is the technique/method/program?)
- Method (detailed instruction/description of how it is used)
- Goal (why is it used?)
- Expected result or outcome (how will this help the students? what changes, if any, are expected?)
- What biases or preconceptions did members of your group have that influenced your ideas about this project?
- Conclusion, future suggestions, implications and directions?

Other questions to address include:

- How would this intervention differ for different culturally diverse populations? (EX. for Asian Americans versus African Americans).

- What are the pros and cons for addressing the problem/issue using this intervention?

- What are other methods you considered?

- How did you develop this program/method/technique?

- How does your project relate to readings and lecture material presented in class?

- How will you determine if this method is multiculturally competent?

Students will receive a collective grade for papers/projects conducted in teams.

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CPSY 608

Program Evaluation Assignment

Assess the structural components of the school

1. The Mission
2. The organizational structure- formal and informal, leadership style, collaboration
3. The teaching staff—how many teachers, special education teachers,
4. The support staff -counselors, behavior specialists, psychologists, other
5. The student population- demographics, needing special education, at risk, truant, tardy
6. The available support services for students' academic and emotional needs
7. The prevention programs- universal, selective, targeted
8. The curriculum- how is it selected, is it standardized for the district, are there variations in how it is implemented

Assess the functioning of the school- Formative Evaluation

1. Describe the school climate- students' sense of school connectedness, equity and acceptance, sense of safety, staff and student relationships, positive messages, upbeat physical environment; student, teacher participation, choice, voice in the running of the school
2. Teacher satisfaction- What opportunities exist for staff professional development? What is the teachers' level of job satisfaction? Longevity? Feeling respected and valued? Feeling successful and competent? Role in the decision making of the school?
3. Student satisfaction- Feeling cared for and known? Feeling competent and successful? Feeling accepted? Feeling connected? Belief that what he or she is learning is relevant? Feeling comfortable accessing support services.
4. Positive behavior support versus discipline
5. How are students individual academic and socio-emotional needs being met?
6. How is student progress assessed and supported?
7. How is curriculum implemented? How engaged are students in learning?
8. How do families participate in the school?
9. How is the community connected to the school? (presentations, volunteers, service learning)
10. How many students access support services? Which ones?
11. How many students participate in school activities-clubs, sports, arts?
12. What opportunities exist for collaboration- teacher-teacher, student-student, teacher-student?

Assess the effectiveness of the school- Summative or outcome evaluation

1. How successful is the school in achieving its mission?
2. What is the academic outcome data for the school (school report card)?
3. How many students graduate, drop out, go to college or other training programs?
4. What are the disciplinary data? How many referrals, suspensions, expulsions, transfers? For what offenses?
5. What is the attendance rate for the student body?
6. What do students and staff say about the school?

Overall Evaluation: Answer the question of to what extent is the school helping to foster resilient youth?

Identify the strengTHS and weaknesses of the school based on the information you have gathered. In what areas does the school need to improve and how should they go about doing it? Be specific and base your suggestions on the materials we have covered in class. What programs should they adopt? What services should they provide? What needs to change in the ways in which things are done or decisions are made? Include how you will encourage the school to adopt your recommendations.

Data Collection:

Your evaluation should based on observations of the functioning of the school, a review of the data the school collects on the student body, interviews of administrative and teaching staff, students, parents, and community members. Use the checklists provided n the Krovetz book to assist you in evaluating the school.

Suggested Schedule:

Feb 25- Contact the necessary individuals to obtain permission to conduct the evaluation and to access to the documents you will need to evaluate the school.
March 11- Gather your data sources- schedule interviews, review existing records, develop a set of interview questions
March 25- Organize your data into different categories to address the three components of the evaluation and begin writing.
April 8- Submit a rough draft for feedback.
April 29- Work on revisions, complete writing of sections, formulate recommendations
May 6-Project due

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CPSY 608
In-Class Assignment
April 29, 2011

In this class we have discussed the major components of prevention programs to enhance the protective factors and reduce the risk factors for all children. In order to help you consolidate all of these factors and to think about ways in which you can implement them in the various settings you will be working, we will, as a group, design some programs to make schools a positive place for students to learn.

Group I

A. Design an 8 -session program for students who bully others. Consider all the components that contribute to bullying and the social emotional skills those students who bully lack. Check www.casel.org; smhp.psych.ucla.edu; www.csee.net)

For each session include:

1. Objectives- What will the students be learning
2. Content- What will be taught
3. Teaching Methods- How will it be taught
4. Generalization- How will it transfer from the group to the school setting

B. Write a permission letter to be sent to the parents describing the issue, explaining your program, and why their student is being asked to participate, and outlining what the role of the family will be in the program

C. Develop a method for assessing the effectiveness of your program

Group II

A. Develop a set of 8 interventions to iimprove school climate and school connectedness. Include interventions to embrace diversity. (See Partners Against Hate, Preventing Youth Hate Crime: A Manual for Schools and Communities as well as Teaching Tolerance for ideas).
B. For each intervention, be specific with respect to what it will entail and what aspect of promoting a positive school climate it is supposed to address.
C. For each intervention describe how it will be implemented
    1. Who will be responsible
    2. How will you generate support from teachers and other staff
    3. How will you include parents and community members
    4. How will you get student involvement
    5. How will you maintain it
D. Write a letter to be sent home to parents describing the relevance of school climate, the plans for improving school climate and their role in supporting the school's efforts
E. Develop a method for assessing the effectiveness of your program

Group III

A. Develop an 8- session organizational, study skills, and motivational enhancement program to improve the success of students who are struggling academically in school. (See smhp.psych.ucla.edu/**rebuild**/**rebuilding**.htm, http://smhp.psych.ucla.edu/ under resources, motivation)
    1. Determine how to assess students' needs
    2. Assess why existing resources are not being used or are not effective
    3. Develop 3-5 strategies to enhance student motivation
    4. Develop 3-5 strategies to assist with organizational skills
    5. Develop 3-5 strategies to develop learning and studying strategies

B. Write a permission letter to the parents describing the program, why their student has been invited to participate and what the family can do to support the program
C. Develop a means of assessing the effectiveness of your program

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CPSY 608
Special Topics Assignment

Students will select a topic from the list below. Each student will read and present to the class a summary of the issue using the chapter from the Capuzzi book related to that topic as well as other relevant references. In addition students will provide a list of resources for counselors, teachers, and parents for that topic. The topics corresponding chapters and presentation dates are listed below:

1. Self-esteem-Chapter 5 February 25_________________
2. Homelessness-Chapter 16 February 25_________________
3. Diversity- Chapter 8 March11_____________________
4. LBGT Youth- Chapter 13 March 11____________________
5. Gang Affiliation- Chapter 12 March 25_____________________
6. School Violence- Chapter 14 March 25_____________________
7. Stress & Trauma- Chapter 7 March 25_________________
8. Truancy/ School Drop Out- Chapter 17 March 25_____________________
9. Mood Disorders- Chapter 6 April 8______________________
10. Eating Disorders- Chapter 9 April 8______________________
11. Self-harm/Suicide in Youth- Chapter 10 April 8______________________
12. Sexuality- Chapter 11 April 29______________________
13. Substance Abuse- Chapter 15 April 29______________________

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Instructions for Special Topics Assignment
(150 points)

Summary of the topic should include the following information:

1. How prevalent is the problem?
2. What are the purported causes or contributing factors to the problem?
3. What are the protective factors that make it less likely that a student will experience the problem?
4. Describe one evidence-based prevention program that has been reported to have good success in reducing the likelihood that students will experience the problem.

List of resources should include the following:

1. Two books relevant to the topic
2. Web-sites that provide information, assistance, support
3. Two-three local community organizations that provide preventive and treatment services to families and to schools.
4. Two evidence based interventions that can be implemented in the school setting at the universal or selective levels of prevention.

Please prepare a written summary that includes the above information and a copy of the resources for the entire class. (2pages). Your oral presentation should be approximately 10-15 minutes in length.

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CPSY 608
Grading Rubric for Program Evaluation Projects

400 Points

Be sure to adequately describe how you obtained the data and information. What method did you follow to do the evaluation? What were your sources of data?-25

1. Structural Components- 70points
    a. Mission-10
    b. Organizational structure- 10
    c. Teaching Staff-10
    d. Support staff- 10 (be sure to give a brief description of what they do)
    e. Student population-10
    f. Prevention Programs- 10
    g. Curriculum- 10 (focus on the degree of individualization that is possible within the school and RTI programs)
2. Functioning of the School- 150
    a. School climate-15
    b. Teacher satisfaction- How assessed? -15
    c. Student satisfaction- How assessed? -15
    d. Use of Positive Behavior Support Systems vs. Disciplinary Procedures-15
    e. Use of support services and implementation of Interventions /for students emotional and academic needs-15
    f. Monitoring of student progress, assessment of success-15
    g. Student engagement in school and learning-15
    h. Family Participation-15
    i. Community Involvement-15
    j. Student/staff collaboration-15
3. Effectiveness of School -75
    a. Academic Success-15
    b. School connectedness-15
    c. Positive school climate-15
    d. Collaboration-15
    e. Development of social competence in students-15
4. Overall Evaluation and Recommendations- 80
    a. StrengTHS and weaknesses -20
    b. Recommendations for needed changes-20
    c. Recommendations for how to go about making the changes-20
    d. What did you learn from doing this evaluation that is relevant to your role as a counselor? -20

CPSY 608: Program Evaluation Assignment: Practice High School

J.

May 8, 2010

Prevention and Intervention

University of San Francisco

Sample Paper

PHS is a safe, secure place where we are expected to
understand our rights, display courtesy and respect to others,
and accept responsibility for our actions.

"As we prepare today's student for tomorrow's success, it is the vision of Pthat all students will graduate with the academic, technology, and social skills needed to become self-reliant, positive, productive citizens, and life-long learners." This is the mission statement of Practice High School, a comprehensive high school located at the heart of the northern "Location". Established 103 years in the SOME School District, PHS, home of the Bulldogs, is one of two public high schools that serve the long-established agrarian Practice community. It is a 45-acre campus in the midst of a residential neighborhood. Campus consists of 133 classrooms positioned in and around an array of athletic, agricultural, business, and vocational complexes.

Staff and Student Demographics:

I myself, a Practice native, attended PHS and find it changed since my time there. Five administrators lead the school. The principal directs three vice principals (one designated to manage counseling and curriculum, one managing discipline, and one managing activities and athletics) and a dean of discipline. There are 109 teachers, six counselors (one specifically for Latino students and one for Special Education students), and 74 support staff members. The support staff consists of two nurses, four campus supervisors to survey and monitor PHS's large campus, a number or attendance clerks, activities clerks, administrative and support secretaries, a job coach who is accessible to administer vocational tests and counsel students on making decisions regarding their futures, an athletic trainer, and athletic coaches not employed in another arena of PHS.

Administration, teachers, students, and families are solicited to assist in the decision-making process at PHS. Administration mails out an extensive amount of material (printed in English, Spanish, and Assyrian) explaining upcoming meetings, their agendas, and encouraging participation. Being such a tight-knit community, the local newspaper and surrounding businesses are very open to soliciting these meetings as well. Administration works together as a team to decipher best courses of action for the school. Ultimately, the school answers to the district for final decisions. On a day-to-day basis, every department at PHS holds organized weekly meetings. The principal at PHS consistently consults with her vice principals and deans on urgent and longstanding issues. There is a great sense of choice and collaboration amongst

PHS administration when it comes to decision-making. Students and staff are encouraged to present ideas and concerns for the school, and are respectfully heard. The school-inducted members of the Associated Student Body work closely with staff and administration. These student representatives develop open, respectful, and productive relationships with staff in order to speak the voice of the PHS student body.

With a ratio of twenty-three students to one teacher, Practice High School currently serves a socially and ethnically diverse student body of 2285. The student body is 50.6% Hispanic, 41.6% white, 2.9% Asian, 1.9% African American, and 3% other (predominately Assyrian and Middle Eastern). Over 21 different languages/dialects are spoken and approximately 13% of PHS's students are classified as limited-English proficient. Practice High School educates 129 special education students with thirteen special education teachers and one special education counselor. Two school psychologists work at PHS part-time to administer testing and facilitate IEP and SST meetings. Based on consideration of academic, socio-economic, cultural, familial, and behavioral risk factors, about 43% of PHS students may be identified as "at-risk". These students, among others, receive counsel and support from the five counselors, making the student to counselor ratio four-hundred fifty-seven to one.

Goals for the 2009-2010 School Year:

Along with its mission statement, Practice High School has designed and has attempted to create interventions to achieve their Single Plan for Student Achievement (SPSA). SPSA is a plan of action to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. The goals for the 2009-2010 school year are to:

1. Increase academic rigor for *all* students/subgroups.
2. Increase number of students who satisfy A-G Requirements.
3. Provide electives/CTE courses to support students' academic and/or vocational pathway.
4. Increase/Improve communication related to academic achievement with all stakeholders.
5. Improve academic performance in core subjects with intervention in math and English.
6. Increase number of graduates who attend college and evaluate post-secondary achievements.

Practice High School has outlined the goals of the school year and this plan is accessible to all staff, administration, students, families, and communities.

Methodology for Assessment:

In my research and evaluation of Practice High School, I interviewed the principal (briefly), two school counselors, a social studies teacher, a support staff member, and I issued a survey to seven students of grade and ethnic diversity. I also reviewed a survey given to students, parents, and teachers at the beginning of the 2009-2010 school year asking them to reflect upon their experience in the 2008-2009 school year. I reviewed 2009 results of the CAHSEE Readiness Test, STAR Tests, and the school's data on the graduation rate and the specific post-graduation happenings. I used the AERIES computer system that PHS runs on for some data. I also used the incredibly informative website that PHS and TUSD has set up for easy access.

Curriculum:

PHS offers many courses in a variety of departments that prepare students for both post-graduate study and immediate vocation. Curriculum and textbooks are state and district aligned. PHS departments include: Agriculture, Art, Business, Consumer and Family Studies, English, English Language Development, Foreign Language, Industrial Technology, Mathematics, Music, Non-Departmental (Cross-Age Tutoring, Driver's Education, Office and Teacher Aids, Student Leadership, Peer Tutoring, Work Experience, NJROTC, CAHSEE Tutorial Preparation, AVID, and AVID tutoring), Physical Education, Reading, Science, Social Studies, Special Education, and SDAIE (Specially Designed Academic Instruction in English) in every subject. Honors classes are offered in the English, Social Studies, Science, and Spanish departments. Advanced Placement classes include: English literature, English Language Composition, Spanish, Spanish literature, Statistics, Calculus, Biology, Chemistry, Physics, European History, U.S. History, and Government/Economics.

Staff is encouraged to individualize their lessons plans, as long as material is up to standard. Students and teachers alike stated that, while there are various forms of implementation methods, "the students and teachers all know which teachers are more fun and creative". One counselor said, "These specific teachers have a school-wide reputation for being eccentric and their classes are in high-demand. What's great is that it's also these classes that are most challenging." Most of the curriculum is applied through class activities, homework, and quarterly examinations. Some instructors use weekly quizzes to monitor students' understanding of materials and encourage continual studying and participation.

PHS also offers a number of Regional Occupational Programs. ROP is a program designed to prepare students for a career. The purpose of ROP is to provide a wide variety of specialized career education programs to Stanislaus, Tuolumne, and Mono County residents age 16 and older. The areas offered at Practice High School are: floral design, welding and fabrication, small business management, retail sales/marketing, cooperative sales, early childhood education, culinary arts/food service, metal fabrications, industrial engineering, auto body repair, auto service technology, cross-age tutoring, cosmetology, criminal justice, educational psychology, hospital health services, nurses assistant, and physics of electronic robotics. PHS supplies a wealth of opportunities for students to expand their education and receive hands-on learning for vocational training and education.

The teacher I interviewed (a social studies with eight years teaching experience) reflected on the influence of testing on the implementation of curriculum:

> *You lose some energy when you have administration on your back 24/7. The focus is so much more on scores, standards, and reputation than these kids actually 'learning'. They see it too. The kids aren't as interested in the class because I am not making it as interesting. There's no room for improvisation anymore. I can actually say that I get worried that if/when I stray off subject, that's when she* (the principal) *will be in to observe the class. I realize the importance of these tests, I just wish there was a way to keep the environment fun and engaging while trying to satisfy a stressed-out administration.*

The principal stated, "These test scores are so important, but it's really about education. We are working towards a methodology that will keep students and teachers engaged in this standardized material. We have no choice but to do so." It is evident that even a school with a prideful and engaging climate like PHS struggles with maintaining the necessary balance between satisfying standards and educating students. PHS is striving to prove itself up to state standard academically while continuing to meet its mission of teaching students "social skills needed to become self-reliant, positive, productive citizens, and life-long learners"

Services Provided:

Students involved in programs and services addressing academic and socio-emotional needs are monitored through the evaluation of their social skill development, academic progress, and changes in behavior. Most appraisals are made subjectively by staff members in relationship with the students who meet with and assess their progress. For students with more specific and labeled academic and/or social concerns, data may be collected through assessments administered by a school psychologist. The number of referrals and disciplinary infractions are also monitored as students become involved with the programs. PHS is also proactive about surveying its students. Students willingly share their opinions on their experiences in school and PHS officials take their thoughts and insights seriously.

Academic Growth and Intervention:

Practice High School supplies a great deal of diverse services to further the academic development of its students. There are a number of services available to high performing students, students in the middle of the spectrum, and students with more specific needs. One school counselor estimated that close to 35% of PHS students take part in these academic services. Services provided are: AVID, CAHSEE preparation and resources, Strategic Intervention courses for math and English, Intensive Intervention for English, SDAIE in every subject, ESL, the Ivy League Project, weekly grade checks, and the Advisement Period program. PHS also practices the use of SST, IEP, and 504 palns as academic prevention and intervention methods.

Programs specifically important to PHS are AVID, Strategic Intervention courses, Advisement, and the Ivy League Project. The mission of AVID is to ensure that all students, especially the least served students in the middle, are capable of completing a college preparatory path. AVID ensures that students:

1. Will succeed in rigorous curriculum
2. Will enter mainstream activities of the school,
3. Will increase their enrollment in four-year colleges, and
4. Will become educated and responsible participants and leaders in a democratic society.

AVID provides academic instruction and additional support to prepare students for eligibility into 4-year colleges and universities; to motivate students to seek college educations; to give students college-level entry skills; to increase the "coping skills" of successful students; and to increase the student's level of career awareness. AVID students participate in the AVID elective class for four years while taking the most challenging academic classes offered. AVID students participate in academic tutorials with college tutors and listen to guest speakers who visit their AVID classes.

Strategic Intervention in math and English are supplementary elective courses for students with specific needs in these subjects. This is a tutorial period with two or more instructors per class. These small classes are intended to provide intimate tutoring and intervention for students struggling with their math and English courses, whatever level they are at. Nearly three-hundred students are enrolled in SI classes this year.

An Advisement Period was implemented in the 2007-08 school year after nearly three years of planning, creating, and organizing. The intent of the 15-minute, 3rd period Advisement is to provide students, from all "pockets" of campus, the opportunity to connect with approximately twenty other students and one staff member for the course of four years within an environment that fosters respect, team-building, camaraderie, and role-modeling.

There have been many positive results (social and academic) stemmed from this program. Some student responses to their advisement periods were: "Although I'm a senior, I've found the period as a welcome break. It's a time where I can collect myself and organize for the day"; “Advisement is a great time to ask friends and my teacher questions about homework and tests”; and “I like advisement because it breaks up my day. I can have a snack and take a breath. It helps me re-focus”. Staff also reflected on the program: “Advisement has become a wonderful outlet to discuss real-to-life academic issues and processes with students. We talk about colleges and their futures more than anything else” and “I enjoy watching students at all academic levels encouraging each other. They truly do empower one another in those twenty minutes”.

One of the newest “love children” (PHS Head Counselor) of the counseling staff and administration is the Ivy League Project. Too often, students from the Central Valley do not have the confidence to apply to the prestigious Ivy Leagues. Through exposure to these universities as well as admissions and financial aid sessions with counselors, students have their knowledge expanded and learn the necessary skills to apply to Ivy League colleges. In partnership with the California Ivy League Project (ILP), Practice High School has established a program to encourage economically disadvantaged and/or historically underrepresented students to apply to the most prestigious universities in America—the Ivy Leagues. The PHS program selects the most talented and promising 10th and 11th grade students and takes them to visit the top universities on the East Coast. Last year, Practice High School had one student selected to participate in the ILP and he is now a freshman at Harvard University. This year, three PHS students have been selected to participate in the 2010 ILP program.

Social and Emotional Growth:

PHS services the socio-emotional needs of their students as well as their academic needs. They do this through individual counseling services, year-round groups, advisement, the “No Worries” bullying prevention, and the connection to and use of community resources. The use of SST, IEP, and 504 plans are also prevalent in PHS’s programs to support social, emotional, and behavioral growth. This year I was given the opportunity to sit in on each group at least once. The groups addressed the areas of life skills, grief and stress management, impulse control, alcohol consumption and abuse, anger issues, vocational and interviewing skills, and social and relationship skills. I was fortunate enough to develop curriculum for the life skills groups. These groups give special aid to students struggling with emotional issues that disable them from being successful socially and academically in schools.

As mentioned previously, the Advisement program has a number of academic and social benefits. The social benefit of Advisement is that it provides the opportunity for students to interact with a variety of individuals. On such a diverse campus, it important for students to take advantage of the lessons they may learn from one another. The social benefits can be described best by the comments of staff and students. Staff members report: "I enjoy Advisement for the mere fact that I've met students I would have never encountered in the everyday teaching that I do. I have seen friendships form. I have been able to talk to students about the processes necessary to get college"; "I always enjoyed the connection I got with student athletes when I coached. I no longer coach and Advisement has brought that connection back"; and "I've enjoyed watching the interaction of my kids. I see a 4.0+ GPA student work with a 2.5 student, and I know this wouldn't happen if it weren't for Advisement! The mixing of variables on campus has resulted in *all* students getting along. They help each other with homework and social issues”. One student commented, “Advisement has been a great way to interact with different groups of kids”. Advisement also provides students with the opportunity to interact more intimately with staff. Through building a personal relationship with this staff member throughout the course of four years, students become more comfortable coming to them with a problem. One teacher reflects, “Nearly 90% of my advisement students have gone out of their way to come to me with a concern or issue. The relationship-building aspect of this program is priceless”.

Beginning this year, PHS has implemented the “No Worries” program to address the issue of bullying and school violence. The program facilitates an anonymous way of reporting bullying to staff. There are “No Worries” cards in every office and classroom on which a student may document an experience of bullying. There is a box in the counseling office where students may then drop-in their report. Although excellent in theory, this program has some glitches. The cards are bright green and the box is directly in front of the office and bright yellow. Although the reports themselves are anonymous, I believe it necessary to make the process a little more discrete.

Being that Practice High School is rooted in a very small, historical, and invested community, it has a wealth of resources at its fingertips. The connection to the resources provides PHS with a variety of informational support. These resources also enable PHS to refer students and their families to more appropriate and effective outside resources.

Attendance Intervention

This year PHS has implemented new attendance monitoring and disciplinary methods to address their alarming attendance rate. PHS, and the surrounding community, have posters sporting the "Just Say Go!" phrase and informational website link to encourage students and the community to support this new cause. Students' poor attendance affects their academic and emotional growth; therefore intervention was/is necessary. Students with five or more unexcused absences in a quarter are placed on a "chronic offenders" list given to counselors. Counselors then call in these students, speak with them, and give them a print out to take home and have absences cleared by a parent or guardian. If the absences are not cleared within one week they become cuts and attendance discipline follows. Although it is a good concept in theory, the implementation has not been proved successful and needs small adjustments. Counselors are so busy that they tend to brush off these students. They give them the handout, send it home, and do not follow-up with the reasons the student is missing school. Attendance is a great indicator of what may be happening emotionally with a student. Counselors should have a more active role in this process.

Family Involvement:

PHS provides several opportunities for parents to get involved with "life" at Practice High School over the course of their students' educational experience. PHS's office doors are open to parents from 7:00am until 5:00pm in the hopes of increasing availability to working parents. Families are always welcome to visit, as signed-in visitors. The PHS website is extremely informative and uncomplicated to maneuver. A counselor told me that family members are always encouraged to set-up meetings with counselors and/or teachers. Family members are immediately contacted, upon student permission, if there is an issue or concern with a student and they are supported and encouraged to be involved with intervention processes. All PHS documents are produced and sent out in English, Spanish, and Assyrian with the hope that all parents will receive equal access to school information.

The following programs and activities are in place at Practice High School to promote and support parental involvement:

> School Site Council, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), District GATE Committee, Superintendent's Advisory Committee, Sober Grad Nite Committee, Freshman Orientation, Back-to-School Night, Annual Parents' College Information Night, Fall AP Instructors Evening Seminar, Sophomore Counseling, AVID Programs, CCC/CIF Athletic Information Night (held during Back-to-School Night), Varied Athletic Team Parent Meetings, WASC Process, Student Academic Achievement Plan (SAAP), NJROTC, and various fundraising opportunities.

Practice High School has implemented a number of programs and opportunities for parents to feel welcome at the campus and collaborating with staff and students. By becoming involved in these activities, parents feel connected to their students and the school community, therefore enhancing their relationship with and monitoring capabilities of their children. The unfortunate truth shared by the counselor and teacher interviewees is that "it's the parents of the kids who are doing well, that are most involved".

Community Involvement:

PHS has served a small, historical, tight-knit agrarian community for over one hundred years. Nearly 60% of the community members surrounding PHS are Practice High alumni. The community around the school is remarkably invested in its actions and well-being. We Practice-ians are bred to bleed blue and gold. Even elementary school students are actively involved in PHS's homecoming and athletic events. PHS maintains this community involvement through facilitating many community service projects through clubs, organizing advisory councils headed by volunteer Practice employees of all careers and vocations, athletic, agriculture, and band Booster Clubs, the many ROP programs, and the events, fundraisers, and parades held for PHS events. The school seeks to educate and inform the town's patrons through evening presentations regarding important issues and through representation at council meetings.

Extra-Curricular Opportunities at PHS:

PHS offers a wide variety of extra-curricular opportunities to its very diverse students. In a community of 2285 students, it is seemingly impossible to provide an opportunity to interest everyone; however, PHS has done an admirable job at attempting this feat. Close to 78% of PHS students are involved in one or more extra-curricular activities. Benefits of these clubs are that students explore their interests, meet students with similar interests they may have never met, and become engaged in serving the Practice community. PHS offers its students the following clubs and activities: Athletics, Associated Student Body, School Dances, Band, Choir, Orchestra, NJROTC, Principal's Lip Sync, Clarion, Yearbook, The Ivy League Project, WildLink, Fellowship of Christian Athletes (FCA), International Thespian Society Simulation and Games Club, Anime Club (Japanese Animation Club), Food Service Club, Italian Club, Spanish Club, Students Against a Vanishing Environment (SAVE), Art Club, FBLA Journalism, SNAPS Photography Club, Asian/Japanese Club, Future Educators Association (FEA, Junior Statesmen of America (JSA), Speech and Debate Club, Assyrian Student Club, Future Farmers of America (FFA), Key Club, T-Bots, Black Student Union (BSU), FHA Lip Sync Club, PHS Writer's Guild, Block T/Drug Free Dogs, German Club, Medi-Careers, Wildlink Club, Glee Club Philosophy Club, DECA, Hispanic Youth Leadership Conference (HYLC), Poetry and Literary Club, Drama Club, Interact Club, and Portuguese Club. It is obvious that PHS seeks to attract all types of students from all backgrounds to become involved in the school and its community.

PHS-Given Survey Results:

PHS surveyed a diverse group of students, parents, and staff members at the conclusion of the 2008-2009 school year. These results addressed the success of PHS in achieving its mission, goals, and educational objectives. Roughly 70% of the student body, 40% of the parents, and 90% of the staff submitted results for the survey.

Student Survey Results

Student Survey results indicate that the majority of the student population feels PHS is doing a good job of preparing them for their post-secondary endeavors (90.5%). As one would expect from this belief, teachers receive high marks from students who credit them with setting high expectations at the beginning of the school year (94.1%), expecting all students to succeed (96.4), and allowing students to demonstrate learning in a variety of ways (84.5%). Most students also feel connected to students at school (79.8%) and acknowledge that they receive individual attention from teachers when they need it (80.7%). Students believe that PHS seeks ways to improve student achievement (88.2%) and they are aware of a wide variety of ways that they can be involved at school (85.8%). Students report the following areas as ones they would like to see improved: parent participation in school events; teachers using a wide variety of activities to make learning interesting as well as keeping them abreast of how they are doing in class; the principal helping to create an environment that supports learning; students being more involved in school decision-making; and discipline problems being handled more quickly and fairly.

Parent Survey Results:

Results of surveys collected from parents reflect the following views: Parents state they participate in important decisions related to their students' education (96.6%) and feel that PHS supports all students so they can learn (92.2%). Parents indicate that their students feel safe at school (98.3%) and that students have a wide range of activities available to meet their interests and talents (97.4%). Parents also feel that they are treated with respect by school staff (98.3%), that teachers have high expectations for students (90.8%), and that teachers provide instructional activities that give students options for learning in more than one way (85.6%). Parents believe that the principal acts with integrity and fairness (93.8%) and that administrators at PHS are easy to access (89.1%). Parents report the following areas to be strengthened: teacher and school communication about student progress and parents actively working with PHS to improve student learning.

Staff Survey Results:

Results of surveying PHS staff reflect the following views: the people they work with demonstrate a commitment to PHS's mission and purpose (96.2%) and that PHS clearly communicates its goals to all stakeholders (95.9%). Staff indicates that data is used extensively when setting goals and student objectives (95.9%). Assessment results are also used to focus and improve instructional programs (95%). Every staff member feels that they have high performance expectations for all their students (100%) and that their instruction is focused on helping students achieve local and State standards (100%) while insuring the active participation of every student (100%). The majority of staff also feels that their instructional strategies emphasize higher-level thinking and problem-solving skills (98.8%). Additionally, staff report that the school environment is orderly and supports learning (98%) and that students understand the expectations and standards of our school (93%). The majority of PHS staff believes that PHS provides a variety of easy ways for parents to become involved at school (86.4%), that PHS integrates community resources to strengthen school programs (86%), and that PHS invites parents to participate in important decisions about their students' education (87.6%). PHS staff indicates the following areas as ones which need improvement: having time to engage in meaningful work with colleagues to discuss teaching and learning; teachers and administrators working collaboratively in decision making; having more frequent, specific conversations about teaching and learning with administrators.

Student's Perceptions of School Climate:

The consensus I received from surveying seven students was that, while they feel connected to their school, they take issue with its size and "feeling like a number". One student said:

> *With teachers, you either have a connection with them or you don't. These days there is no happy-medium. You're either on their good side or bad side. With Practice High being so huge, it seems like you are just a number. Some teachers may know your name at any given second, others call you by your last name, and some call you "hey you." Especially now- a- days since class sizes are almost a 40-1 student teacher ratio.*

Students feel appreciated and connected to the school; however, they do not feel as though they receive the personal attention they would like from their teachers. Without this connection, they feel as though they have less say in decisions made in classes and on campus.

Students agreed that they feel safe and protected on the PHS campus. One said, “It is not that Practice High is a super safe place to be, its not; we just feel protected by the campus supervisors. We see their protection on a daily basis when they bust up fights.” I see here that PHS may not be the safest environment, yet the staff’s priority is to keep its students feeling safe so that they may have a better educational experience.

When asked about their feelings on school climate, one student surveyed discussed the very evident issue of “cliques”. One student said:

> *Everyone at Practice High school is involved in a ‘clique’. You're either popular, a cheerleader, a football player, a football player's girlfriend, a Mexican, emo... etc. I find myself eavesdropping on conversations sometimes in class and I often hear, ‘Oh that Kevin guy, who is that?’ another student replies, ‘the guy dating Jordan’, the student asking then says, ‘Oh yea... the water polo player’. People know who you are by the people and activities that you associate yourself with.*

This is not unlike any normal high school experience. The division amongst students of differing ethnic identity, socio-economic status, extra-curricular involvement, school performance, etc. is clear as I walk around campus at lunch. Students reflected feeling engaged and satisfied in their experiences within their groups, but show little to no interest in expanding their group of friends. One student stated that he “likes his advisement class because it forces me to talk to different types of people. It’s helped me branch out a little and see that other people are cool too". However, when I asked him if he talks to those people outside of the advisement period the student said, "Well no. I say hi, but we don't hang out".

Students surveyed seem satisfied in their life at Practice High School. They feel safe and connected to the life that *they* have created. For some, PHS is a way of life. They make a point to be involved as much as possible and are the "face" of the school. For others, PHS is just a school; but, it's a good school and they are happy to be a contributing factor to its climate. PHS students seem to own the life they lead while at school. The take pride in, and accept responsibility for, their performance and involvement. Students recognize their ability to choose their individual high school experience through the decisions *they* make. PHS empowers their students to take steps necessary to increase their personal level of satisfaction. What I observed most from the student surveys is that, while the students are segregated and uninterested in changing, they are not distracted by feelings of ostracism.

Staff's Perceptions of School Climate:

Staff identifies students as feeling safe, happy, and supported by PHS. They do their best to present a voice of energy, positivity, and pride throughout the school. They facilitate an upbeat environment through their high participation in events such as rallies, staff vs. student athletic games, attending athletic games, coaching teams, and leading clubs. They make efforts to empower students to make their own decisions and gain a sense of choice. PHS has been Practice's school for over 100 years and the longevity of its students, families, and the staff supports this climate of belonging and safety. Many of the staff attended PHS themselves and have, or had, children attend. There is a great deal of personal investment in protecting the climate of PHS.

Surveyed staff reported being satisfied in their positions. In the wake of a tremulous period in education, PHS staff is trying to stay positive. One counselor said, "When teachers and counselors all over the state are getting pink-slipped yearly, it is difficult to feel appreciated. Thankfully, our administration keeps us feeling supported". PHS staff continues to feel like the administration is behind them and advocating for their work with students, however did note the desire for more collaboration and involvement with decision-making. There is a great deal of opportunity for professional development for PHS counselors. They regularly attend conferences regarding colleges, college requirements, college preparation, and financial aid; they also regularly participate in city and district meetings.

There is a great deal of collaboration among teachers at PHS. Collaboration opportunities include weekly department meetings and mandatory faculty meetings. Teachers reported each other "very trustworthy" and they feel confident in each others' methods and skills. A counselor interviewee said, "Teachers are very receptive to our ideas and requests. They realize the importance of our role to the students' education".

PHS offers many opportunities for teacher/student collaboration. Teachers are strongly encouraged to offer tutoring before and/or after school hours for students who need more guidance. Every extra-curricular activity at PHS is led by a staff member. When teachers lead clubs on campus, students are able to share their ideas and concerns openly. These collaborations give students a voice in decision-making at PHS. By sharing their opinions and implementing plans of action with their club advisors, students are seeing their value. Teachers being engaged in extra-curricular activities fosters strong relationships with students on a level outside of the classroom. These relationships enable students to be comfortable speaking with their teachers about personal, academic, and/or school related concerns and needs. Teachers are quick to become involved in games, rallies, and silly activities. This reveals to the students that they are on their level and willing to reach out to them in a different manner. The teachers at PHS are greatly invested in the lives and well-being of their students and thoroughly enjoy making themselves accessible.

It is clear that, while there is collaboration amongst teachers and between teachers and students, staff would like to see more administrative and parental involvement. One of the issues reflected by staff, in both my survey and the survey given by PHS, is that they would like to have more parent/teacher and administration/teacher collaboration. A counselor I interviewed stated,

> *It is important for us to share information with each other. Information about specific students, their families, community issues, and district issues should be shared confidentially in order for*

> *everyone's needs to be met. We have to be kept in the loop in order for us to feel involved and connected to our work. It makes me feel under-appreciated and un-trusted when I know there is something big going on at the administrative level, but I am not granted access to that information.*

Facilitating the PHS Climate

PHS has created a positive, energetic, and upbeat climate amongst staff and students. Students know their roles, their expectations, and are empowered to make choices for themselves while continuing to feel supported. PHS meets the needs of its student by providing a number of previously mentioned academic intervention services, a variety of extra-curricular opportunities, opportunities to have a voice, and staff members that care about their opinions and needs. Teachers at PHS openly trust, respect, and collaborate with one another. The support that they receive from one another creates better opportunities to identify and assist struggling students.

Students feel safe at PHS because they see staff and campus supervisors doing their jobs. The staff at PHS is "no nonsense". The four campus supervisors have developed reputations of being engaging and personable, yet strict. They have developed great relationships with the students. Students trust them and respect them. This respect enables students to be receptive to their discipline. The discipline process is mostly behaviorally supportive. Unless the action is severe or an act with a clearly labeled disciplinary consequence, a referred student is consulted with before disciplinary action takes place. The dean first meets with the student, and then the student's counselor is brought in. When necessary, the student's parent may be called as well. Inappropriate behaviors are addressed psycho-socially before discipline ensues. After meeting with the students, family, parents, etc. the counselor then decides if further behavioral support is necessary. This process may take one minute or one week, depending on the situation. Behavior support is certainly favored over immediate disciplinary action at PHS.

Practice High School stresses ***E**xpected **S**chool **L**earning **R**esults* along with their mission statement. These expected learning results are: **T**echnology; **U**nderstanding; **R**easoning; **L**iteracy; **O**pportunity;

Citizenship; and **K**nowledge. In view of PHS's "report card", one may evaluate PHS's successes on technical and emotional levels, as its mission is to educate youth academically and socially.

Academic Report Card

PHS's average score for ACT-tested in 2008-2009 students were comparable to state and national norms with an average score of 22.0 compared to the national average of 21.1. Approximately 129 students took the SAT last year and represented PHS well by averaging 515 in critical reading and 517 in math, and 516 in writing compared to state averages of 500, 513, and 498.

PHS continues to struggle with its CAHSEE score success. In the 2009 year, 72% of PHS students passed English and 75% passed math. These scores are compared to state averages of 79% and 80%. To raise these score, the staff I spoke with said PHS is "focusing on the 9th grade EL population first". They plan on going to classrooms and presenting tutoring opportunities and the importance of success. The hope is that students will take ownership of their performance and take needed steps towards better scores. For 10th graders who do not pass, PHS will be calling them in, as well as contacting their families, to discuss tutoring and the importance of taking the PHS offered CAHSEE preparation elective during their 10th grade year. This year, PHS was forced to fight hard to keep itself off of the list of chronically under-performing schools. The town and school are a buzz about how PHS will turn scores around; and they are determined to do so.

CHART OF STAR TEST SCORES

In the 2009 school year, Practice High School graduated 438. 12 students received Certificates of Completions, 16 Certificates of Achievement, 13 graduated as fifth-year seniors, and 9 students did not graduate. Overall, the PHS completion rate for 2009 was 98%. This graduating senior class went on to enroll in a number of various post-graduate activities. 23% enrolled in a four-year college, 46% in a two-year college, 11% went to work, 7% enrolled in a vocational school, and 3% began a military career. Nearly 18% of graduated students met the UC "a-g" requirements. PHS's 2009 graduating seniors were awarded with over $450,000 in local, national, and military scholarships and awards. With ACT and SAT scores at the state average, a completion rate of 98% and 69% of students enrolling in college, I believe that PHS has been successful in achieving its mission of graduating students with academic skills to better their future successes.

Behavioral Report Card

PHS has enrolled 365 new students this school year. 14 of these students have been students expelled from other schools in the area. Practice High has also dropped 317 students. As previously mentioned, attendance at PHS is a major concern and the staff and administration are working to change that through new policies, stricter disciplinary consequences, and engagement techniques

Most students being disciplined at PHS are generally being so for minor offenses. Habitual tardiness, continual absences, leaving campus, and use of electronic devices lead the way in daily offenses. The disciplinary secretary that I spoke with said, “On a good day, we’ll see close to 20 referrals from staff. However, on those wild days, we can see up to 50”. Majority of referrals at PHS are under the label of “Disruptive/Defiant Behavior”. Teachers and campus supervisors refer students to the Dean of Discipline when a student’s behavior is disrupting other students’ well-being and academic progress. More severe disciplinary actions are given to students referred for gang-related dress and paraphernalia, violence (physical and verbal), drugs (predominately marijuana), and sexual harassment. Counseling staff stated that these infractions make up less than 25% of discipline. This year, PHS has been forced to expel 16 students into other districts. These students were expelled on the counts of drug possession, drug paraphernalia, violence, and gang-related activity. The majority of these students, as with any explosion process, were evaluated on a basis of previous infraction and the severity of the behavior.

PHS is not unlike any large, diverse institution regarding their discipline; however, PHS is not satisfied with these numbers. The principal at PHS recognizes the problem of continual offenders, and is looking to create new methods of prevention and intervention. She has not, however, labeled or executed any plans as of yet. Another comment from discipline staff was, “The thing is that we see so many of the same kids day in and day out. They just aren’t getting it”. PHS needs to better assess and intervene behaviorally with these persistent offenders. There *are* a large number of transferred and dropped students; however, interviewed administration and counseling staff attributes those rates to outside factors such as family events and re-location.

Emotional Report Card

The results of the survey given by PHS to students, parents, and staff are accurately reflective on the success of PHS in meeting the emotional and social needs of PHS's stakeholders. To summarize briefly, that majority of the students reported they feel connected to other students at school and that they receive individual attention from teachers when they ask for it. Students believe that PHS consistently attempts improve student achievement and they are aware of a wide variety of ways that they can be more involved at school. Parents of students reported that they participate in important decisions related to their students' education. Parents indicate that their students feel safe at school and that their students recognize and appreciate the number of activities available to meet their interests and talents. Parents also feel that they are treated with respect and valued by school officials. PHS staff reported that they have a high level of job satisfaction and that that can be seen in the longevity of PHS's staff members. Staff also reports that the school environment supports learning and that students understand the expectations and standards of the school. Based on the reflections of PHS's community members, it is evident that PHS is successful in meeting socio-emotional needs.

Practice High School's mission statement not only vows to produce academically competent individuals, but also ones of social competence. The responses of all surveyed students, parents, and staff members reflect that PHS students are socially aware and conscientious. PHS students are challenged academically and behaviorally, enabling them to develop well-rounded senses of self and feelings of success and importance. Students are happy, educated, respectful, and anxious to meet this high standards set for them. The academic and behavioral report cards I received from administration reflects that the education, diverse and engaging climate, and the vast array of opportunity and support at PHS generates students that are socially conscious, resilient, bright, contributive, and capable.

Strengths of PHS:

School climate was praised as one of PHS's greatest strengths by all interviewees. Students and families reported feeling safe and appreciated. "An incredible sense of pride *oozes* from PHS" (PHS principal). PHS sports are the source of community and school pride. Athletics at PHS enhance student to student, staff to student, and staff to staff interactions. There is a great deal of diversity on the campus, and students report appreciating that as an educational resource in itself. The vast majority of the staff is passionate and satisfied. PHS offers many scholastic interventions to supply *all* students equal opportunity to succeed academically. There is a great deal of encouragement and focus toward post-graduate success. The community behind PHS is a long-standing beneficial support. PHS also offers a large variety of extra-curricular activities, enabling students to explore and develop their interests, community involvement, and social skills. Staff recognized the PHS principal as a strength:

> *She is open to improvement and quick to act. She wants to know what is and is not working and how to make things better for students, teachers, support staff, families, and the community. She has so much pride in her school and accepts full responsibility for its failures and successes. You would learn more about PHS and Practice from a ten minute conversation with her than an hour of research.*

It is crucial to acknowledge and reflect on the many successes of PHS. The climate, opportunities, and voice of positivity throughout the school are the best protective factors a school can have. Continuing to voice these attributes to stakeholders of the school is imperative.

Weakness of PHS:

Focusing on the strengths of PHS is essential because there are number of weaknesses as well. There is an evident disconnection amongst "groups" in the large student population. The student to counselor ratio is high and, therefore, interferes with the counseling relationship that some students require. Counselors and teachers reported "wishing they could spend more time with their students interpersonally". There is a lack of parental involvement and education amongst a specific demographic. PHS has a serious attendance issue which contributes to its poor testing performance and staff satisfaction. PHS also struggles with implementing state standardized curriculum in a way that they see as engaging and meeting the PHS mission. There is also a lack of socio-emotional prevention and intervention programs available at PHS. With such a large and diverse population, PHS should have programs in practice to reach-out and assist un-identified students struggling emotionally and academically.

Proposed Areas of Improvement:

The unfortunate reality of today's PHS is that there are no immediate solutions to the issues of counselor/teacher to student ratio, financial deficit, and testing related stress. There are, however, a number of specific areas of improvement at PHS.

Results from the survey give to students, parents, and staff members provided insight to these areas of improvement: parent participation in school events; teachers using a wide variety of activities to make learning interesting; students being more involved in school decision-making; teacher and school communication about student progress; teachers and administrators working collaboratively in decision making; having more frequent, specific conversations about teaching and learning with administrators.

What I propose to be high priority issues at PHS are the attendance rate, the disconnected climate among diverse groups of students, the lack of teacher to administration collaboration, and the lack of prevention and intervention programs implemented to address student's socio-emotional needs.

Listed Recommendations:

Addressing Attendance

1) Counselors should block out one hour of their schedule every day for attendance counseling. This would enable more insightful dialogue as to why the student may be missing school, as attendance may a great indicator of emotional issues.
2) If a student is a chronic offender of attendance violation, and his/her parent or guardian is consistently excusing absences on the printout, counselors should call the parent directly and attempt

to schedule a meeting to further discuss the issues keeping the student out of school and if there are any service the school may provide to the family.

3) Cultural awareness and appreciated should be facilitated at PHS. The school should first raise cultural awareness among it staff. Staff should be consistently educated on the practices, procedures, holidays, traditions, behaviors, etc. related to the various represented cultures at PHS. The school should also organize campus-wide celebratory events and activities to foster student and staff awareness, education, and celebration of cultures represented at PHS. Both of these recommendations will create a more engaging and respectful environment for *all* students and, thus, reduce absenteeism at PHS.

Addressing the Disconnection of Diverse Groups of Students

4) Required curriculum should be implemented in one Advisement period per week. This curriculum should be activity-based and encourage interactions and fellowship with students different from oneself. This curriculum should also focus on resilience building. Lessons should build life skills, coping mechanisms, social competence/awareness, vocational skills, relationship building, etc.

5) Special education students should be immersed into general education Advisement classes. This would better their involvement in the school climate and give general education students the means to interact with students that they, statistically, would not have contact with.

6) PHS should require community service element in their general curriculum. I recommend that PHS organize two major service-learning opportunities. Student groups should consist of Advisement classes and teachers placed together to form larger groups.

Addressing the Lack of Teacher/Administration Collaboration

7) Administration should put forth a bi-weekly email newsletter. Staff should be informed of any news, developments, meetings, or programs in the school and the surrounding community. Staff would then feel trusted and that their input is necessary and valued.

8) Administration should take an active role in department meetings. Different administrators should rotate attending and being involved with the workings and needs of each individual department. This informs administration, increases collaboration, and lets the administrators be seen.

9) Time should be given for teachers and administers to gather to identify and agree upon the "best practices" in specific areas of focus for the school and its students. This time should be used for teachers and administers to discuss the successes in practicing these plans and sharing narratives of success and areas of improvement. Decisions should be made during this time and then put into collaboratively formed plans of action. This not only increases collaboration and respect, it also places all of PHS staff on the same page.

Addressing the Lack of Set Prevention & Intervention Programs Regarding Emotional Growth

10) Faculty should take part in meetings where they may collaboratively share ideas and success stories of specific prevention and intervention programs. They must also use this time to share specific thoughts on the areas where prevention and intervention is necessary at PHS.

11) Continued educational opportunities must exist for staff. In-service classes on prevention and intervention programs must be implemented. Staff should also be made aware of the many resources the surrounding community has to offer them and their students.

12) A specific recommendation for both prevention and intervention at PHS is the facilitation of SST meetings. Staff admittedly states that they do not do SST meetings because "they take too much time". In a school as large and diverse as PHS, taking the extra time to facilitate SST meetings is imperative in order to identify struggling students, their needs, and best practices for intervention.

Academic Intervention Recommendations

13) Teachers should be *required* to produce Progress Reports. On these reports, they must use the Aeries system of identifying why the student is struggling of if he/she is in danger of failure. This would identify students struggling academically and get to the root of their problem.

14) In connection with Recommendation #13, counseling staff must take these progress reports and meet with the identified students. Detection of these students and their issues will open to door for necessary academic intervention. The counselor should then set-up a system of accountability with the student and the parent by making contact with the parent and doing a weekly grade-check supplied by the PHS administration. They should also build relations with the student and family to recognize if there are any further issues affecting the student's performance that need addressing.

Miscellaneous Recommendations

15) Teachers should be educated on how to alter their lesson plans to address standardized materials in a fun and engaging manner. Curriculum material and implementation should also be life and culturally relevant to students. Teachers should collaborate on their assorted methods of teaching and work to reach their students with a variety of techniques. This would increase the teachers' job satisfaction as well as the level of engagement and interest students have in general education. This would also increase PHS's less than average test scores.

16) Students should be issued a raffle ticket at the beginning of each standardized test. At the end of the week, tickets should be selected to win prizes. This would increase students' energy before beginning the test and would encourage them to attend school on testing days.

17) Staff must be encouraged to reach out to the parents who are not coming to them. Through developing individualized relationships with the students, staff gains access to their parents. PHS should make itself more accessible to working parents by keeping the office open late one night a week and holding even more evening forums, meetings, and educational seminars. Having translators at these events is also necessary.

18) PHS staff, including administration, must take time together to discuss discipline at PHS. The offenses must be assessed and "best practices" for prevention and intervention should be discusses. Although discipline is not a major issue, students who *are* being disciplined must continue be assessed psycho-socially and it should be consistent practice to do so. This would better identify

those "persistent offenders" and figure out what school officials can do to help cease their negative behaviors.

19) PHS must assess and evaluate their successes and/or shortcomings in reaching the SPSA goals established for the 2009-2010 school year. Upon this assessment, staff must re-establish another action plan for the following year. Having an outlined and collaborative set of goals for the school year will assist in motivating staff to reach specific objectives and meet the needs of the school's stakeholders.

Conclusion:

I learned a great deal about school functioning, school needs, and being a counselor in completing this assessment. I gained the confidence to share my recommendations with some staff at PHS. They were very receptive and genuinely considered them. I will continue to encourage the adoption of new programs. It is crucial for teachers, administration, students, and families to continue to collaborate in order to identify the needs of the school and formulate plans to meet those needs. It is imperative for staff at PHS to continue to foster the upbeat and proud climate they have established. I encourage staff to decipher and use the school's strengths to discover ways to build and improve school functioning.

I learned just how important collaboration truly is. Each staff member interviewed mentioned that their job satisfaction was influenced by the trust, respect, and interactions they received from other staff members. Students' needs are much more likely to be identified and met when teachers, counselors, and administrators are collaborating. I also learned what substantial effect school counselors have in the school climate. During such difficult times in education teachers and students may be discouraged and un-motivated. In shadowing the counselors at PHS I saw several staff members "venting" about their frustrations with testing, pink slips, and personal drama. The counselor is a source of calm and reality for the other teachers. The school counselor has a powerful role in advocating for, motivating, and leading the rest of the staff. I observe that a school counselor also serves as a liaison between administration and teachers. I learned that times in education are difficult, but that does not mean staff should sit back and accept it. School staff must collaborate with one another to formulate methods on how to rise above the negativity surrounding schools in California. Focusing on and fostering the strengths of the school is the best way to remain strong during a difficult time.

Practice High School is my alma mater. It is a place of challenge, preparation, positive relations, and fun in my memories. For that reason, evaluating the school on this level was difficult. My eyes were opened to a number of flaws in this, seemingly solid, institution. Practice High School has proven to create a proud and engaging environment for its stakeholders and has shown itself to be thriving academically. What I found needed addressing and implementation are programs to reach out to those students and families flying under the radar. Students, families, and staff would greatly benefit from more support services, collaboration, and education. I would take much pride in aiding in the development and implementation of changes at PHS. I have every confidence, even in the wake of recent events regarding the school's test scores, attendance troubles, and the potential loss of several teachers, that PHS will soon be the accomplished and proud institution that it once was. As the PHS principal stated, "Between us, let's call these 'rebuilding years'". Go Bulldogs!

CPSY 609 Educational Psychology for Counselors
Moral Development (Case Vignettes)

Students debate the "morality" of certain decisions based on an often-cited moral dilemma:

Roger Smith, a quite competent swimmer, is out for a leisurely stroll. During the course of his walk he passes by a deserted pier from which a teenage boy who apparently cannot swim has fallen into the water. The boy is screaming for help. Smith recognizes that there is absolutely no danger to himself if he jumps in to save the boy; he could easily succeed if he tried. Nevertheless, he chooses to ignore the boy's cries. The water is cold and he is afraid of catching a cold -- he doesn't want to get his good clothes wet either. Why should I inconvenience myself for this kid," Smith says to himself, and passes on.

Does Smith have a moral obligation to save the boy?

CPSY609: Educational Psychology for Counselors
Working Memory and Cognitive Processing

What is the process by which information is absorbed, and how can counselors take advantage of this process to help students retain critical information and skills?

Remember as many words as possible (given in quick succession):

Words provided (on powerpoint slides):

- Balloon
- Leopard
- Candle
- Poncho
- Scarf
- Baboon
- Streamers
- Boots
- Tiger
- Chihuahua
- Bowtie
- Cake

Students try to remember as many words from the list a they can. Then, they discuss and observe what strategies they used to process and remember the information.

Discussion points:
Sensory Register:
Large amounts of incoming information are held for a very short time.
  - People must pay attention to information if they are to retain it.
  - It takes time to bring all the information seen in a moment into consciousness.

What does **perception** & **attention** have to do with the reception of stimuli?

Short-Term or Working Memory:
The part of the memory in which information that is actively being thought about is stored.
Capacity of 5-9 bits of information
What is **rehearsal** and how might a student use this when cramming for a test?
The more a person knows about something, the better able a person is to organize and absorb new information.

Long-Term Memory:
- The part of the memory system where we keep information for a long period of time.
- Not forgetful, just unable to recall the information.
- Name the three types of long-term memory
- Many Blackboard discussions related to **flashbulb memories**

Primacy & Recency Effect
- If its important, put "it" first or last!
- Remember strategies that may help students to learn

CPSY609 - Constructive Response Assignment: School Counseling Jobs and Competencies

Please limit responses to 2 pages:

Many of you are readying yourselves for the job market as graduation draws near. While school counseling positions are not as plentiful as they have been in previous years, school counselors have a wealth of knowledge and experiences that can translate to other amazing opportunities.

Using the following School Counseling Competencies, highlight the attributes unique to school counselors that would translate into other work experiences. Also highlight attributes that are not traditionally attained within programs (but through experience) and how a school counselor can use other work experiences the increase marketability. You are welcome to use common employment search engines (such as EdJoin or Craigslist) to add specificity on the types of careers currently available (which may include positions aside from school counseling).

School Counselor Competencies

History and Purpose

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. In recent years, the ASCA leadership has recognized the need for a more unified vision of the school counseling profession. "The ASCA National Model: A Framework for School Counseling Programs" was a landmark document that provided a mechanism with which school counselors and school counseling teams could design, coordinate, implement, manage and enhance their programs for students' success. The ASCA National Model® provides a framework for the program components, the school counselor's role in implementation and the underlying philosophies of leadership, advocacy, collaboration and systemic change.

The School Counselor Competencies continue the effort for a unified vision by outlining the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of our profession and the needs of our Pre-K-12 students. These competencies are necessary to better ensure that our future school counselor workforce will be able to continue to make a positive difference in the lives of students.

Development of the Competencies

The development of the School Counselor Competencies document was a highly collaborative effort among many members of the school counseling profession.

A group of school counseling professionals that included practicing school counselors, district school counseling supervisors and counselor educators from across the country met in January 2007 to discuss ways to ensure that school counselor education programs adequately train and prepare future school counselors to design and implement comprehensive school counseling programs. The group agreed that the logical first task should be the development of a set of competencies necessary and sufficient to be an effective professional school counselor.

The group created a general outline of competencies and asked ASCA to form a task force to develop draft school counselor competencies supporting the ASCA National Model. The task force used sample competencies from states, universities and other organizations to develop a first draft, which was presented to the whole group for feedback. After comments and revisions were incorporated, the revised draft was released for public review and comment. Revisions through the public comment were incorporated to develop the final version. The school counselor competencies document is unique in several ways. First, this set of competencies is organized around and consistent with the ASCA National Model. Second, the competencies are comprehensive in that they include skills, knowledge and attitudes necessary for meritoriously performing the range of school counselor responsibilities (e.g., counseling, coordinating, consulting, etc.) in all four components of comprehensive school counseling programs: foundation, management, delivery and accountability. These competencies have been identified as those that will equip new and experienced school counselors with the skills to establish, maintain and enhance a comprehensive, developmental, results-based school counseling program addressing academic achievement, personal and social development and career planning.

Applications

ASCA views these competencies as being applicable along a continuum of areas. For instance, school counselor education programs may use the competencies as benchmarks for ensuring students graduate with the knowledge, skills and dispositions needed for developing comprehensive school counseling programs. Professional school counselors could use the School Counselor Competencies as a checklist to self-evaluate their own competencies and, as a result, formulate an appropriate professional development plan. School administrators may find these competencies useful as a guide for seeking and hiring highly competent school counselors and for developing meaningful school counselor performance evaluations. Also, the School Counselor Competencies include the necessary technological competencies needed for performing effectively and efficiently in the 21st century.

I. School Counseling Programs

School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.

I-A-1	The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
I-A-2.	The organizational structure and qualities of an effective school counseling program that aligns with the ASCA National Model
I-A-3.	Impediments to student learning and use of advocacy and data-driven school counseling practices to act effectively in closing the achievement/opportunity gap
I-A-4.	Leadership principles and theories
I-A-5.	Individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources that promote academic achievement; personal, social and emotional development; and career development including the identification of appropriate post-secondary education for every student
I-A-6.	Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student
I-A-7.	Legal, ethical and professional issues in pre-K—12 schools
I-A-8.	Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories
I-A-9.	The continuum of mental health services, including prevention and intervention strategies to enhance student success

I-A: KNOWLEDGE

ASCA's position statement, The Professional School Counselor and School Counseling Preparation Programs, states that school counselors should articulate and demonstrate an understanding of:

I-B: ABILITIES AND SKILLS

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

I-B-1. Plans, organizes, implements and evaluates a school counseling program aligning with the ASCA National Model
I-B-1a. Creates a vision statement examining the professional and personal competencies and qualities a school counselor should possess
I-B-1b. Describes the rationale for a comprehensive school counseling program
I-B-1c. Articulates the school counseling themes of advocacy, leadership, collaboration and systemic change, which are critical to a successful school counseling program.
I-B-1d. Describes, defines and identifies the qualities of an effective school counseling program
I-B-1e. Describes the benefits of a coMprehensive school counseling program for all stakeholders, including students, parents, teachers, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders
I-B-1f. Describes the history of school counseling to create a context for the current state of the profession and coMprehensive school counseling programs
I-B-1g. Uses technology effectively and efficiently to plan, organize, implement and evaluate the coMprehensive development of policy and procedures at the building, district, state and national levels

I-B-4. Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success
I-B-4a. Defines collaboration and its role in coMprehensive school counseling programs
I-B-4b. Identifies and applies models of collaboration for effective use in a school counseling program and understands the similarities and differences between consultation, collaboration and counseling and coordination strategies.
I-B-4c. Creates statements or other documents delineating the various roles of student service providers, such as school social worker, school psychologist, school nurse, and identifies best practices for collaborating to affect student success
I-B-4d. Understands and knows how to apply a consensus-building process to foster agreement in a group
I-B-4e. Understands how to facilitate group meetings to effectively and efficiently meet group goals

I-B-5. Acts as a systems change agent to create an environment promoting and supporting student success
I-B-5a. Defines and understands system change and its role in coMprehensive school counseling programs
I-B-5b. Develops a plan to deal with personal (emotional and cognitive) and institutional resistance impeding the change process
I-B-5c. Understands the impact of school, district and state educational policies, procedures and practices supporting and/or impeding student success

I-C: ATTITUDES

School counselors believe:

I-C-1. Every student can learn, and every student can succeed
I-C-2. Every student should have access to and opportunity for a high-quality education
1-C-3. Every student should graduate from high school and be prepared for employment or college and other postsecondary education
I-C-4. Every student should have access to a school counseling program
I-C-5. Effective school counseling is a collaborative process involving school counselors, students, parents, teachers, administrators, community leaders and other stakeholders
I-C-6. School counselors can and should be leaders in the school and district
I-C-7. The effectiveness of school counseling programs should be measurable using process, perception and results data

II: Foundations

School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model.

II-A: KNOWLEDGE

School counselors should articulate and demonstrate an understanding of:

II-A-1 Beliefs and philosophy of the school counseling program that align with current school iMprovement and student success initiatives at the school, district and state level
II-A-2 Educational systems, philosophies and theories and current trends in education, including federal and state legislation
II-A-3 Learning theories
II-A-4 History and purpose of school counseling, including traditional and transformed roles of school counselors
II-A-5 Human development theories
and developmental issues affecting student success
II-A-6 District, state and national student standards and competencies, including ASCA Student Competencies
II-A-7 Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies
II-A-8 Three domains of academic achievement, career planning, and personal and social development

II-B: ABILITIES AND SKILLS

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

II-B-1. Develops the beliefs and philosophy of the school counseling program that align with current school iMprovement and student success initiatives at the school, district and state level
II-B-1a. Examines personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do
II-B-1b. Demonstrates knowledge of a school's particular educational philosophy and mission
II-B-1c. Conceptualizes and writes a personal philosophy about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission

II-B-2. Develops a school counseling mission statement aligning with the school, district and state mission.
II-B-2a. Critiques a school district mission statement and identifies or writes a mission statement aligning with beliefs
II-B-2b. Writes a school counseling mission statement that is specific, concise, clear and coMprehensive, describing a school counseling program's purpose and a vision of the program's benefits every student
II-B-2c. Communicates the philosophy and mission of the school counseling program to all appropriate stakeholders

II-B-3. Uses student standards, such as ASCA Student Competencies, and district or state standards, to drive the implementation of a coMprehensive school counseling program
II-B-3a. Crosswalks the ASCA Student Competencies with other appropriate standards
II-B-3b. Prioritizes student standards that align with the school's goals

II-B-4. Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor
II-B-4a. Practices ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
II-B-4b. Understands the legal and ethical nature of working in a pluralistic, multicultural, and technological society.
II-B-4c. Understands and practices in accordance with school district policy and local, state and federal statutory requirements.
II-B-4d. Understands the unique legal and ethical nature of working with minor students in a school setting.
II-B-4e. Advocates responsibly for school board policy, local, state and federal statutory requirements that are in the best interests of students
II-B-4f. Resolves ethical dilemmas by employing an ethical decision-making model appropriate to work in schools.
II-B-4g. Models ethical behavior
II-B-4h. Continuously engages in professional development and uses resources to inform and guide ethical and legal work

II-B-4i. Practices within the ethical and statutory limits of confidentiality
II-B-4j. Continually seeks consultation and supervision to guide legal and ethical decision making and to recognize and resolve ethical dilemmas
II-B-4k. Understands and applies an ethical and legal obligation not only to students but to parents, administration and teachers as well

II-C: ATTITUDES

School counselors believe:

II-C-1. School counseling is an organized program for every student and not a series of services provided only to students in need
II-C-2. School counseling programs should be an integral component of student success and the overall mission of schools and school districts
II-C-3. School counseling programs promote and support academic achievement, personal and social development and career planning for every student
II-C-4. School counselors operate within a framework of school and district policies, state laws and regulations and professional ethics standards

III: Delivery

School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model.

III-A: KNOWLEDGE

School counselors should articulate and demonstrate an understanding of:

III-A-1. The concept of a guidance curriculum
III-A-2. Counseling theories and techniques that work in school, such as solution-focused brief counseling, reality therapy, cognitive-behavioral therapy
III-A-3. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom guidance
III-A-4. Classroom management
III-A-5. Principles of career planning and college admissions, including financial aid and athletic eligibility
III-A-6. Principles of working with various student populations based on ethnic and racial background, English language proficiency, special needs, religion, gender and income
III-A-7. Responsive services
III-A-8. Crisis counseling, including grief and bereavement

III-B: ABILITIES AND SKILLS

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

III-B-1. Implements the school guidance curriculum
III-B-1a. Crosswalks ASCA Student Competencies with appropriate guidance curriculum
III-B-1b. Develops and presents a developmental guidance curriculum addressing all students' needs, including closing-the-gap activities
III-B-1c. Demonstrates classroom management and instructional skills
III-B-1d. Develops materials and instructional strategies to meet student needs and school goals
III-B-1e. Encourages staff involvement to ensure the effective implementation of the school guidance curriculum
III-B-1f. Knows, understands and uses a variety of technology in the delivery of guidance curriculum activities
III-B-1g. Understands multicultural and pluralistic trends when developing and choosing guidance curriculum

III-B-1h. Understands the resources available for students with special needs

III-B-2. Facilitates individual student planning
III-B-2a. Understands individual student planning as a component of a coMprehensive program.
III-B-2b. Develops strategies to implement individual student planning, such as strategies for appraisal, advisement,

goal-setting, decision-making, social skills, transition or postsecondary planning
III-B-2c. Helps students establish goals, and develops and uses planning skills in collaboration with parents or guardians and school personnel
III-B-2d. Understands career opportunities, labor market trends, and global economics, and uses various career assessment techniques to assist students in understanding their abilities and career interests
III-B-2e. Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process
III-B-2f. Understands the relationship of academic performance to the world of work, family life and community service
III-B-2g. Understands methods for helping students monitor and direct their own learning and personal/social and career development

III-B-3. Provides responsive services
III-B-3a. Understands how to make referrals to appropriate professionals when necessary
III-B-3b. Lists and describes interventions used in responsive services, such as consultation, individual and small-group counseling, crisis counseling, referrals and peer facilitation
III-B-3c. Compiles resources to utilize with students, staff and families to effectively address issues through responsive services
III-B-3d. Understands appropriate individual and small-group counseling theories and techniques such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems
III-B-3e. Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change
III-B-3f. Understands what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group, or school community before, during and after crisis response
III-B-3g. Provides team leadership to the school and community in a crisis
III-B-3h. Involves appropriate school and community professionals as well as the family in a crisis situation
III-B-3i. Develops a database of community agencies and service providers for student referrals
III-B-3j. Applies appropriate counseling approaches to promoting change among consultees within a consultation approach
III-B-3k. Understands and is able to build effective and high-quality peer helper programs
III-B-3l. Understands the nature of academic, career and personal/social counseling in schools and the similarities and differences among school counseling and other types of counseling, such as mental health, marriage and family, and substance abuse counseling, within a continuum of care
III-B-3m. Understands the role of the school counselor and the school counseling program in the school crisis plan

III-B-4 Implements system support activities for the coMprehensive school counseling program
III-B-4a. Creates a system support planning document addressing school counselor's responsibilities for professional development, consultation and collaboration and program management
III-B-4b. Coordinates activities that establish, maintain and enhance the school counseling program as well as other educational programs
III-B-4c. Conducts in-service training for other stakeholders to share school counseling expertise
III-B-4d. Understands and knows how to provide supervision for school counseling interns consistent with the principles of the ASCA National Model

III-C: ATTITUDES

School counselors believe:
III-C-1 School counseling is one component in the continuum of care that should be available to all students
III-C-2 School counselors coordinate and facilitate counseling and other services to ensure all students receive the care they need, even though school counselors may not personally provide the care themselves
III-C-3 School counselors engage in developmental counseling and short-term responsive counseling
III-C-4 School counselors should refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders

IV: Management

School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.

IV-A: KNOWLEDGE

School counselors should articulate and demonstrate an understanding of:

IV-A-1. Leadership principles, including sources of power and authority, and formal and informal leadership
IV-A-2. Organization theory to facilitate advocacy, collaboration and systemic change
IV-A-3. Presentation skills for programs such as teacher in-services and results reports to school boards
IV-A-4. Time management, including long- and short-term management using tools such as schedules and calendars
IV-A-5. Data-driven decision making
IV-A-6. Current and emerging technologies such as use of the Internet, Web-based resources and management information systems

IV-B: ABILITIES AND SKILLS

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

IV-B-1. Negotiates with the administrator to define the management system for the coMprehensive school counseling program
IV-B-1a. Discusses and develops the components of the school counselor management system with the other members of the counseling staff
IV-B-1b. Presents the school counseling management system to the principal, and finalizes an annual school counseling management agreement
IV-B-1c. Discusses the anticipated program results when implementing the action plans for the school year
IV-B-1d. Participates in professional organizations
IV-B-1e. Develops a yearly professional development plan demonstrating how the school counselor advances relevant knowledge, skills and dispositions
IVB-1f. Communicates effective goals and benchmarks for meeting and exceeding expectations consistent with the administrator-counselor agreement and district performance appraisals
IV-B-1g. Uses personal reflection, consultation and supervision to promote professional growth and development

IV-B-2. Establishes and convenes an advisory council for the coMprehensive school counseling program
IV-B-2a. Uses leadership skills to facilitate vision and positive change for the coMprehensive school counseling program
IV-B-2b. Determines appropriate education stakeholders who should be represented on the advisory council
IV-B-2c. Develops meeting agendas
IV-B-2d. Reviews school data, school counseling program audit and school counseling program goals with the council
IV-B-2e. Records meeting notes and distributes as appropriate
IV-B-2f. Analyzes and incorporates feedback from advisory council related to school counseling program goals as appropriate

IV-B-3. Collects, analyzes and interprets relevant data, including process, perception and results data, to monitor and iMprove student behavior and achievement

IV-B-3a. Analyzes, synthesizes and disaggregates data to examine student outcomes and to identify and implement interventions as needed
IV-B-3b. Uses data to identify policies, practices and procedures leading to successes, systemic barriers and areas of weakness
IV-B-3c.Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and the achievement, opportunity and information gap
IV-B-3d. Understands and uses data to establish goals and activities to close the achievement, opportunity and information gap

IV-B-3e. Knows how to use and analyze data to evaluate the school counseling program, research activity outcomes and identify gaps between and among different groups of students
IV-B-3f. Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school
IV-B-3g. Knows and understands theoretical and historical bases for assessment techniques

IV-B-4. Organizes and manages time to implement an effective school counseling program
IV-B-4a. Identifies appropriate distribution of school counselor's time based on delivery system and school's data
IV-B-4b. Creates a rationale for school counselor's time to focus on the goals of the coMprehensive school counseling program
IV-B-4c. Identifies and evaluates fair-share responsibilities, which articulate appropriate and inappropriate counseling and non-counseling activities
IV-B-4d. Creates a rationale for the school counselor's total time spent in each component of the school counseling program

IV-B-5. Develops calendars to ensure the effective implementation of the school counseling program

IV-B-5a. Creates annual, monthly and weekly calendars to plan activities to reflect school goals
IV-B-5b. Demonstrates time management skills including scheduling, publicizing and prioritizing time and task

IV-B-6. Designs and implements action plans aligning with school and school counseling program goals
IV-B-6a. Uses appropriate academic and behavioral data to develop guidance curriculum and closing-the-gap action plan and determines appropriate students for the target group or interventions
IV-B-6b. Identifies ASCA domains, standards and competencies being addressed by the plan
IV-B-6c. Determines the intended impact on academics and behavior
IV-B-6d. Identifies appropriate activities to accomplish objectives
IV-B-6e. Identifies appropriate resources needed
IV-B-6f. Identifies data-collection strategies to gather process, perception and results data
IV-B-6g. Shares results of action plans with staff, parents and community.

IV-C: ATTITUDES

School counselors believe:
IV-C-1. A school counseling program and guidance department must be managed like other programs and departments in a school
IV-C-2. One of the critical responsibilities of a school counselor is to plan, organize, implement and evaluate a school counseling program
IV-C-3. Management of a school counseling program must be done in collaboration with administrators.

V: Accountability

School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model.

V-A: KNOWLEDGE

School counselors should articulate and demonstrate an understanding of:
V-A-1. Basic concept of results-based school counseling and accountability issues
V-A-2. Basic research and statistical concepts to read and conduct research
V-A-3. Use of data to evaluate program effectiveness and to determine program needs
V-A-4. Program audits and results reports

V-B: ABILITIES AND SKILLS

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.
V-B-1. Uses data from results reports to evaluate program effectiveness and to determine program needs
V-B-1a. Uses formal and informal methods of program evaluation to design and modify coMprehensive

school counseling programs
V-B-1b. Uses student data to support decision making in designing effective school counseling programs and interventions
V-B-1c. Measures results attained from school guidance curriculum and closing-the-gap activities
V-B-1d. Works with members of the school counseling team and with the administration to decide how school counseling programs are evaluated and how results are shared
V-B-1e. Collects process, perception and results data
V-B-1f. Uses technology in conducting research and program evaluation
V-B-1g. Reports program results to professional school counseling community
V-B-1h. Uses data to demonstrate the value the school counseling program adds to student achievement
V-B-1i. Uses results obtained for program iMprovement

V-B-2. Understands and advocates for appropriate school counselor performance appraisal process based on school counselors competencies and implementation of the guidance curriculum and agreed-upon action plans
V-B-2a. Conducts self-appraisal related to school counseling skills and performance
V-B-2b. Identifies how school counseling activities fit within categories of performance appraisal instrument
V-B-2c. Encourages administrators to use performance appraisal instrument reflecting appropriate responsibilities for school counselors

V-B-3. Conducts a program audit
V-B-3a. Completes a program audit to compare current school counseling program implementation with the ASCA National Model
V-B-3b. Shares the results of the program audit with administrators, the advisory council and other appropriate stakeholders
V-B-3c. Identifies areas for iMprovement for the school counseling program

V-C: ATTITUDES

School counselors believe:

V-C-1. School counseling programs should achieve demonstrable results
V-C-2. School counselors should be accountable for the results of the school counseling program
V-C-3. School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results
V-C-4. The results of the school counseling program should be analyzed and presented in the context of the overall school and district performance

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CPSY609: Educational Psychology for Counselors
Observation Paper Assignment

Observation Paper that is due on Saturday, 10/29/11, should detail your observations of an IEP meeting. Instead of observing an IEP, you may also choose to observe any of the following:

- Restorative Practice/Justice circle (triad or group)
- Student Success Team (SST)
- Team level meetings (ex: 7th grade science meeting)

Similar to the guiding questions presented in your syllabus, you can use these general principles when formulating your response to the observation:

- Why was the meeting called?
- Who was included in the meeting?
- How does this process support the student? School? Family?
- What was the outcome? How did the process help lead to a conclusion?
- Did you think the process was productive

It is best to summarize your observations rather than answer each questions individually; imbed responses into the flow of your work. Observations should be no more than 2-3 pages in length.

CPSY 609 Educational Psychology Assignment
Teacher Interview Paper

The purpose of the Teacher Interview Paper includes:

1. Providing opportunities for counselor educators to collaborate with teachers.
2. Gain experiences with gathering perspective data
3. Gain information that may inform counseling strategies

Assignment
Interview two teachers serving two different types of learners. This can include, but is not limited to: English language learner, special education, AVID, or honors instruction. Discuss with each teacher:

1. Their perspective on the counseling role and its relation to the school community
2. Their perspective on how the counseling department can better serve students and support teachers.

In your paper, compare and contrast the responses of the two teachers. Identify responses that are similar or different than your perspective and preparation of your role as a school counselor. Also identify how the perspectives shared by your two interviewees inform your practice as a school counselor.

Assignment Requirements
To receive full review of your Teacher Interview Paper, be sure to complete the following:

1. Paper should be 4-5 pages in length, and 1 inch margins
2. Use APA guide to cite personal communications within text and reference page
3. Identifying information regarding teachers should be omitted, or pseudonyms used.

Due: October 15th

CPSY 610: Consulting with Parents and Teachers
USF – Spring 2011

CASE STUDY

The overall purpose of the case study assignment is to apply course readings, theory, and other materials shared or discussed in class to a real life consultation.

Due date: last class session (Friday, May 6, 2011 or Saturday, May 7, 2011)

- 5 pages maximum (4 minimum)
- 1" margins, double spaced
- Please pay attention to writing quality, organization, clarity of thought…
- Choose a consultation case from your internship or employment – either a parent or teacher focus –in many cases there may be contact with others (e.g., administrator, student, community-based service provider)
- Paper to include:
  1) Primary focus of consultation (e.g., behavioral, mental health, problem-solution, crisis, etc.)
  2) Organize according to the phases of the consultation process (i.e., Entry, Problem Identification, Problem Analysis, Plan Implementation, and Problem Evaluation)
  3) Consider historical, cultural, family, social/community factors in the process
  4) Cite at least two course readings to support your approach and analysis of the case
  5) Provide some discussion about successful and challenging aspects of the case, particularly related to your own role, expectations, skills, and experience (i.e., lessons learned)
- Please contact me should you have any questions as you begin to work on the assignment

CPSY 610: Consulting with Parents and Teachers
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Group Presentation

The overall purpose of the group presentation assignment is to develop a real-life professional development/training workshop for either a teacher or parent audience.

Due date: Friday, April 8 or 29; Saturday, April 9 or 30

- "Staff Development" or "Parent Workshop" Group Presentations
  - 3-4 students per group
  - 30-45 minute presentation
  - Visual aids (e.g., PowerPoint, handouts, poster, etc.)
  - Bibliography of resources
  - Possible topics:

- Impact of child abuse / reporting
- Strategies to iMprove attendance
- Supporting LGBTQ youth
- Learning disabilities/learning differences
- Building culturally competent schools/classrooms
- Interventions/alternatives to prevent suspensions and expulsions
- Response to Interventions (RTI)
- Effective Student Success Teams (SSTs)
- Supporting youth exposed to trauma in school and the classroom
- Positive discipline (at school or at home)
- Effective school-based coordinated student support teams (SAP)
- Immigrant students and programs/strategies to support their success in school
- Building relationships with parents and families
- Supporting your child's education
- Self-care / stress reduction / vicarious trauma
- Substance abuse (use by students or use by parents impact on students)
- ADHD
- Bullying/violence prevention/cyber bullying/internet safety
- Identifying and intervening with depressed/suicidal youth
- College financial aid
- School to college/career – getting students future focused/goal directed; *for elementary*: promoting a college bound school culture
- Parenting (young children, pre-teen, adolescents)
- Creating positive school climate or a positive classroom environment
- Issues, resources and school-based services to support foster youth *or* homeless youth
- Successful transitions (level, mid-year moves, from hospital, from juvenile detention, from suspension or expulsion, etc.)
- Asset-based approach to youth development – creating protective factors at school/creating asset-focused schools
- Sex education / reducing teen pregnancy
- Classroom behavior management
- De-escalation – strategies and best practices
- Restorative Practices

CPSY 610: Consulting with Parents and Teachers
USF – Spring 2011

REFLECTION PAPER

- Reflection on one of the guest speaker's presentation
- Due dates: Friday, April 8, 2011 & Saturday, April 9, 2011
- 2-3 pages, 1" margins, double spaced

Guiding Questions

1) What element from the presentation most resonated with you or struck you?

2) What feelings come up for you when you compare the concepts and practices in the presentation and what is happening in your own work/internship at your school site?

When you reflect on the issues of parent engagement, teacher collaboration or student wellness and all the work/efforts you and your team members have put into it, what feelings do you have about coming up with solutions/new ideas/different approaches?

3) What seem to be the most important underlying principles that we need to apply in helping us to iMprove our work with parents/teachers/students?

What do you believe are the core principles underlying the approach to consulting/collaborating with parents/teachers at your school site?

4) What is one principle ("take away") from this presentation that I can actually incorporate/use *in my own work/internship* at my school site?

What is one "take away" that I can actually use in my work *as part of a team to impact systems iMprovement* in this area?

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CPSY 611
Research Article

1. Select the student with whom you will be working and identify the problem behavior.
2. Locate one research article (with adequate experimental design and measurement) that evaluates a cognitive or behavioral intervention for the problem you are working on with your student from a reputable journal. A study with a single subject design might be easier to review but either a single subject or group design is acceptable. Choose an article with a relatively simple intervention.
3. In class, give a brief presentation to include
    - The problem the article addresses- (e.g. The researchers were concerned with the problem of increasing on task behavior in students with an attention deficit disorder))
    - The research question (The researchers were evaluating the effects of positive reinforcement on on-task behavior
    - How the behavior was measured (On task behavior was measured using an interval recording system such that at the end of each 5 sec interval, the observer noted whether or not the student was on task.)
    - What was done to produce a change (the intervention). (Students received points that could later be exchanged for privileges, if they were on task at the end of each interval).
    - The effectiveness of the procedure (All students iMproved their on-task behavior)
    - How you can apply the intervention to the school setting
    - Your opinion of the study.
4. For the class prepare a handout that includes
    - The first page (Title of article and abstract)
    - Any graphs or figures that summarize the results
    - References
5. For the instructor please provide a copy of the entire article (electronic versions are acceptable)
6. Suggestions for journals to search
    - Journal of Applied Behavior Analysis
    - Behavior Therapy
    - Behavior Modification
    - School Psychology Quarterly
    - Cognitive and Behavioral Practice
    - Journal of Positive Behavior Interventions

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CPSY 611: Motivational Interviewing Exercise
Change Talk

Think of a change you are considering making or use one from a student with whom you are working and whom you know well. Write down at least four change talk statements. Seven possible categories are listed below

D: Why do you want to make this change?

A: If you decide to make this change, how might you be able to do it?

R: What are some good reasons for making this change?

N: How important is this change, and why (Rate from 0-10)

C: What do you intend to do?

A: What are ready or willing to do?

T: What have you already done?

Reply with any one of the three responses summarized by the acronym EAR:

E: ask for elaboration or an example (in what ways? how? etc)
A: offer an affirmation (agree, encourage, support, identify strength)
R: reflect what the person has said (use complex reflection to highlight certain components)

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CPSY611: Summary Sheet for Motivational Interviewing

Motivational Interviewing Strategies

"Ambivalence is normal"
"Change is a process"

Open-ended questions
Affirm
Reflect
Summarize

Broaching the Subject:
"Tell me a little about your…"
"What concerns do you have about your…"
"May I give you some feedback on your …."
"I noticed that you are ……I wonder if I could provide you with some information on …"

Reflect Change Talk!

Decisional Balance

Good Things About Behavior	**Not So Good Things About Behavior**
Not so good things about change	**Good Things About Change**

Importance/Confidence/Readiness Ruler
On a scale from 0-10, how important is it to you to change ___________?
On a scale from 0-10, how confident are you that you could make a change if you wanted to?
On a scale from 0-10, how ready are you to make a change?

0 **10**
Not at all **Very**

Closing the Brief Intervention
Do you have any questions?
Summarize important elements, especially Change Talk and/or ambivalence.
What stood out for you most?
Thank the student for his/her openness to considering new possibilities and choices.

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CPSY 611: Project 1

Functional Assessment and Proposed Behavior Support Plan Assignment

(Due November 4, 2011)

Select a student who could benefit from a functional assessment. Observe informally.

1. Obtain the necessary informed consent to conduct the assessment
2. Identify the problem generally and then in specific behavioral terms
3. Obtain and summarize background information on the student, the history of the problem and how it has been addressed, the family structure, the school setting, health issues, traumatic events, strengTHS, weaknesses and **cognitive variables**.
   (obtain this information from 4 sources: historical records, student interview, parent interview (if feasible) and teacher/school staff interviews. (See Table 6.1)
4. Observe the student informally for about a week. (Depending on the age of the student and the circumstances, you may or may not want to let him or her know that she/he will be observed).
5. Note all the antecedents/setting events and consequences of the problem behavior (Refer to Table 7.2 and Figure 6.1)
6. Refine your behavioral definition based on what you have observed
7. Create a measurement system and record the frequency/duration/intensity of the target behavior.
8. Plot your data (gather at least three observation points)
9. In your report in the appropriate places on the template, include the relevant information.
10. Generate hypotheses regarding antecedents, setting events, and function of the behavior.
11. Determine the replacement behaviors and how they will be taught.
12. Review the research and find one article that is relevant to the behavior you will be training. (preferably articles that have evaluated the effectiveness of a school-based intervention). **See handout on Research Article for further instructions.**
13. Complete the behavior support plan portion of your report. Be very specific with respect to the strategies that will be used to build replacement behaviors. Specify interventions that address antecedents, setting events, coping strategies, cognitive interventions, skill

training, and the reinforcers that will be used to support the behavior. (See Figure 3.2, Tables 8.2, 9.1, 9.2, & 10.3).

14. Consider the factors listed in Table 4.2 to determine the appropriateness of your proposed solutions. Make sure replacement behaviors address the function of the problem behavior.
15. Write the information on the positive behavior plan template. This is Project 1 and is due November 4th.

Point Allocation for Project 1

Functional Assessment - 200 points

Proposed Behavior Support Plan- 100 points

Total= 300 points

Points will be allocated for accuracy, coMprehensiveness, and presentation of your findings.

See Grading Rubric for further clarification.

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CPSY 611
FUNCTIONAL ANALYSIS ASSESSMENT (Project 1)

Name:	**Age:**
School:	**Teachers:**
Report Date:	**Report Completed By:**

Reason For Referral:

Data Collection:
This assessment is based on information obtained from the following sources:

Background Information:

Previous Interventions:

Summary of Interviews:

- **Student**
- **Teachers/School Personnel**
- **Parents**

Multicultural Assessment:

- **Identify and describe the culture of the family of which your student is a member and how it interacts with the identifying problem.**
- **How do the cultural views of the family and the school regarding the problem or its proposed solution differ or coincide?**
- **How do your cultural views interact with your work with this student?**

Statement of the Behavior Problem:

- **Behavior Definition:**

- **Method of observation: Describe how and when you gathered the data (include graph)**
  Describe the data in words
  - **Frequency:**
  - **Duration:**
  - **Intensity:**

Situational Variables related to the Problem Behavior:

- **High/low risk settings:**
- **Antecedent Analysis:**
- **Consequence Analysis:**

Function of the Problem behavior:

- **Hypothesis Statement Regarding Function: (Be sure to address motivational and skill deficits as well as cognitive variables).**

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CPSY 611: Proposed Behavior Intervention Plan (Project 1)

Name:	**Age:**
School:	**Teachers:**
Report Date:	**Report Completed By:**

Summary of Functional Analysis Assessment:

Hypotheses based on Functional Assessment:

Interventions:

A. Multicultural Considerations
- **Have assessment and communication variables related to cultural differences been addressed? Explain**
- **Have multicultural variables been considered in the design of the plan? Explain**

B. Antecedent/Setting Event Interventions:

C. Alternative Skills: (Describe in detail how these skills will be trained. Skills may overlap –you do not need to have behaviors in each category. Make sure replacement behaviors address the function of the behavior)
    - **Replacement Behaviors**
    - **Coping/Tolerance Skills**
    - **General Adaptive Skills**
    - **Specify the reinforcers that will be used.**

D. Response to Target Behaviors: (What will be the strategy used if the undesirable behavior occurs)

E. Long Term Supports
    - **Describe planned steps to ensure behavior changes will maintain over time**
    - **Describe steps to ensure generalization to different settings**

F. Measurement of Effectiveness of Intervention
    - **Data Collection**
    - **Dates for periodic review**

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CPSY 611: Grading Rubric for FBA and Proposed Behavior Support Plan

FBA: 200	
Background Info and Interviews- 75	
Antecedent Analysis- 25	
Consequence Analysis and Function Hypothesis-50	
Measurement and Graph- 50 points	
Proposed Behavior Plan- 100	
Multicultural Considerations-20	
Antecedent Interventions -25	
Alternate Skills- 25	
Response to Target Behaviors- 15	
Long Term Supports – 15	

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CPSY 611: POSITIVE BEHAVIOR INTERVENTION PLAN

Student: Date of Birth: Date:

Alternative, replacement behavior. Current? New? (Write specific goals and objectives on IEP pages.)	Intervention Strategies: modify the environment, adapt instruction, teach new skills, apply systemic positive reinforcement & reductive consequences, etc.)	Who is responsible?

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CPSY 611: Project 2

Implementation and Evaluation of the Positive Behavior Support Plan

(Due 12/2/11)

1. Restate the reason for the referral and the target behavior you have selected to address. Provide a rationale for selecting that target behavior. Make reference to your hypotheses regarding antecedents and functions.

2. Describe your actual intervention in detail so that a person reading it would be able to replicate it. Clearly indicate the number of sessions, the amount of time, the number of weeks, the settings, who implemented it, how, etc.

3. Explain how and why your intervention differed from your proposed intervention. If you selected only some components to implement, why those, etc.

4. Report data on the effectiveness of your intervention. Compare with baseline data. Discuss trends, percentages, means; etc whatever makes sense given the kind of data you collected. Graph data (separate baseline from intervention).

5. Evaluate your data. Was your intervention effective? Remember to consider some of the criteria discussed in your book regarding social validity, long-term change, iMproving quality of life, etc.

6. Give reasons for the success or lack thereof of your intervention. What would you do differently if you could do it again. What seemed to work best? What wasn't particularly helpful? etc.

7. Presentation of your Project- December 2tnd

Point Allocation for Project 2

- Appropriateness description, and integrity of plan (did it make sense given your functional assessment? Was it adequately implemented? Was it adequately described) 100 points

- Adequacy and Presentation of data (Your findings do not have to be positive, just adequately presented) 50 points

- Explanation of your findings and suggestions for iMprovement 50 points

Total= 200 points

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CPSY 611: Grading Rubric for Behavior Support Plan (Project 2) 200 points

Support Plan-100	
Description of Plan	
Appropriateness of Plan	
Adequacy of Implementation	
Outcome- 50	
Description and presentation of findings	
Explanation and recommendations-50	
Explanation	
Recommendations	

CPSY 611 *Sample Paper*

IMPLEMENTATION AND EVALUATION OF POSITIVE SUPPORT PLAN

Problem Solving
Professor Cohen
12/04/09

Student's Name: ROSE (made up name) **Grade:** 10
School: "Placement" Academic High School
Name of Person Completing This Report:

Reason for Referral:
ROSE was referred due to disengagement and off task behavior in the classroom (French, Modern World, AVID, Physical Education and Advanced Algebra). This behavior is defined as ROSE as looking at her phone, having her head down on her desk, reading a book she has brought from home, talking with other students or working on assignments from different classes.

Problem Identification and Summary of Functional Assessment:
ROSE's behavior is keeping her from completing her in-class assignments and learning the material that would enable her being able to do her homework. As a result, ROSE's grades are very low. ROSE is more likely to engage in off-task behavior during independent work, when other students are off task and when she does not understand the material**.** When she does not understand the work, she feels uncomfortable asking for assistance. She is less likely to engage in off task behavior during small group work.

Ms. Lastname, ROSE's mother, reports that she has her own issues around asking for help and that she believes that this is also a skill that ROSE lacks. ROSE and her mother work on schoolwork together at night and her mother states that ROSE does not ask for help from her. Ms. Lastname says that she can tell when ROSE is having trouble with her work and has to ask her if she wants any help.

Many of ROSE's teachers describe her as a joiner and quick to engage with other students who are off task. They report that ROSE is slow to get organized and start her classwork at the appropriate time. She is chronically late to her first period class. In addition, they also hypothesize that ROSE may have low comprehension skills that contribute to her struggles.

ROSE's California Standards Test (CST) score results from the spring of 2009 are as follows:
- English-Language Arts - 304 - Low end of Basic (300-349)
- Geometry – 248 – Low end of Below Basic (247-299)
- Biology – 274 – Low end of Below Basic (276-299)

There is a note in her cumulative folder that her mother wanted her assessed for dyslexia in elementary school because of a history in their family. There is no record of any assessment being done.

ROSE is interested in succeeding in school, but becomes distracted for a number of reasons, which differ for various classes. In her Advanced Algebra Honors class, ROSE has a difficult time understanding her teacher speak as a result of her accent and speaking too quickly. She acknowledges she is not doing well in this class, but says she enjoys the challenge. She thinks tutoring may be helpful, but believes that her teacher will still speak too quickly for her even if she asks. She says that other students have spoken with the teacher already and she has not changed the speed of her teaching. In her AVID class, she says she does not pay attention because she is bored when the teacher talks too much and gives too much information. She says that she enjoys her Chemistry class, where her teacher "breaks it down" for the class in a way that is easily understood. She also likes her World History class because the teacher is nice. When asked about asking her teachers for help, she shrugged and said, "What's the point?"

Previous interventions include meetings with mother, moving her seat in the classroom and allowing ROSE to hand in classwork the next day, giving her time to complete it at home at her own pace.

Description of Intervention:
The following interventions were designed to support ROSE:

Antecedent/Setting Event Interventions:
- ROSE should be placed in a seat away from other students who are off task.
- When possible, ROSE should be given the opportunity to work with a partner or in a small group.
- Tutoring
- Set ROSE up with student in each class who can support her over the phone when she is at home doing homework
- Review ROSE's post-secondary high school goals and discuss requirements that need to be met to reach this goal (help increase motivation)
- ROSE and her mother can set up a time during homework where they can work on identifying areas in which ROSE needs assistance
- Create on-going communication between ROSE and her teachers

Replacement Behaviors
- How to appropriately ask for help when she feels she does not understand the material, e.g., raising hand to ask for assistance.
- How to ignore other students who are off task, e.g., look towards teacher or present assignment, ignore, say "I have to pay attention now, my grades are really starting to suffer," self-monitor

Coping/Tolerance Skills
Set up self-monitoring system for ROSE to monitor the frequency of her on/off task behavior
General Adaptive Skills
Possible ways of receiving assistance:
- In class- raising hand and asking question
- Outside of class- after/before class, after school
- Via "Placement" School Loop system (email)
- During tutoring sessions

Reinforcers
- Verbal praise from teachers
- Counselor and ROSE will set up reward system for positive progress reports (rewards may include homework pass, prizes from counselor)

- Positive phone calls to Ms. Lastname

Response to Target Behaviors:

- Teachers will subtly remind ROSE to stay on task
- Teachers will check in with ROSE after class to see if she is understanding the material
- ROSE will lose class participation/class work credit

Long Term Supports

- ROSE's teachers will continue to monitor her on/off task behavior in class and convey this information in weekly progress reports to be shared with ROSE, Ms. Lastname and ROSE's counselor.
- ROSE will use self-monitoring when necessary (if off task behavior increases again)

Implementation:

11/05/09
I introduced ROSE to the positive behavior support plan. We discussed some of the interventions and decided that at the next session we would start with exploring ways ROSE can ask for assistance in class. ROSE has switched out of her Advanced Algebra Honors class and is now in regular Advanced Algebra.

11/09/09
ROSE and I brainstormed ideas about staying on-task and how to ask for help. We talked about what is getting in the way of asking for help (does not like teacher, does not feel like it would make a difference). We reviewed the following ways of asking for assistance:

- Raising her hand and asking questions
- Meeting with teachers after/before class and after school
- Via "Placement" School Loop system (email)
- During tutoring sessions

We also identified statements that ROSE can use to ignore other students when they are off task, such as "I have to pay attention now, I'm going to get in trouble if I don't get my grades up."

11/09/09
I called Ms. Lastname to review the plan with her. I gave her the opportunity to share feedback and make changes if she desired. She was happy with the plan and wished me luck.

11/12/09
I went to ROSE's classroom to collect data and was told by the teacher she was absent.

11/16/09
I found out today ROSE has been suspended for having a weapon (knife) in her bag.

11/16/09
I called Ms. Lastname, who did not know what happened. She was waiting to hear back from the Assistant Principal to see if she can get ROSE back to school earlier. Ms. Lastname said she was surprised that ROSE had a knife in her bag.

11/19/09
ROSE told me she is up for expulsion as a result of being caught with a knife in her bag. She said her cousin put the knife in her bag on Halloween because they felt unsafe on the streets and she did not know it was still in there. I had originally planned to implement more pieces of the plan, but ROSE is feeling very unwanted by the school and not open to trying many new things. We talked about how academic supports could benefit her regardless of what school she was in. ROSE agreed to try and get the phone number of one student in each class who can support her over the phone when she is doing her homework. We also reviewed ROSE's post-secondary high school goals and discussed what requirements needed to be met to reach these goals. ROSE wants to be a pediatrician. I reminded her than no matter what happened at the expulsion hearing, she was still able to reach these goals.

11/24/09
I reintroduced some ideas from the PBS and ROSE agreed to try something new as long as we waited until after Thanksgiving.

11/30/09
ROSE and I met regarding the PBS interventions. ROSE agreed to try self-monitoring. I gave her self-monitoring charts to use during her classes. She said they looked like something she could do and agreed to try using them for the next week. She also agreed on working with her mother to set aside time during homework to focus on trouble areas.

	YES	**NO**
Did I start my Do Now assignment as soon as I sat down at my desk?		
Did I take notes while the teacher was lecturing?		
Did I understand the material?		
If not, did I ask a question?		
Did I participate in class?		
Do I feel prepared to do my homework?		

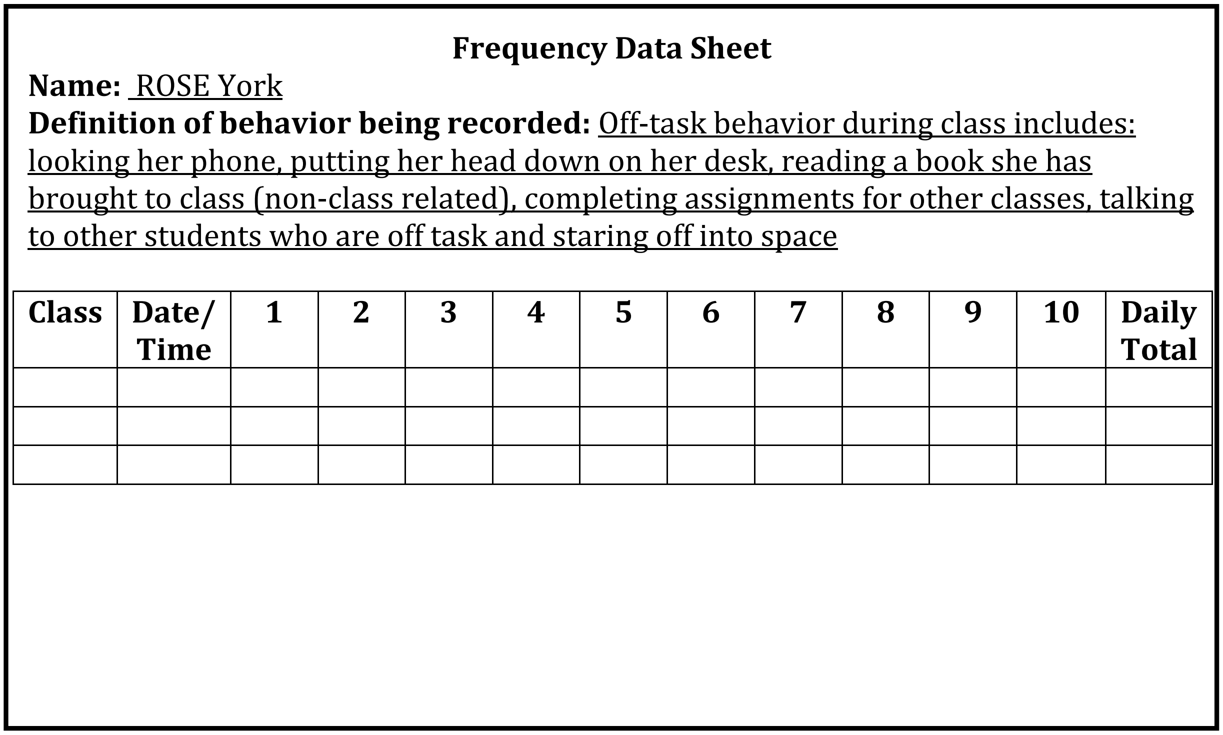
12/03/09 ROSE approached me in the hallway and told me that she did not use any of the self-monitoring sheets, but wants to start next week. I later observed ROSE in her AVID class and then checked in with her afterwards. When I asked her about her upcoming expulsion hearing, she had not been told anything since I last spoke with her. I checked in with the Assistant Principal and found out that since there had not been a formal police report made, that ROSE was now up for a counseling conference. I relayed the information about the counseling conference to ROSE and then asked her if knowing that she will probably stay at the school affected how she looked at our interventions. ROSE said she would probably try "a little bit" more. She said she felt better knowing more about her status at the school.

Interventions to be revisited.

- Work with teachers to allow ROSE the opportunity to work with a partner or in a small group.

- Identify lunchtime tutoring opportunities
- Create on-going communication between ROSE and her teachers (ROSE can help create progress report that is individualized)
- Positive phone calls to Ms. Lastname upon ROSE's improvement
- Set up reward system for positive progress reports (rewards may include homework pass, prizes from counselor)

Outcome of Intervention:
I used the below data sheet to track the frequency of ROSE's off task behavior in class.
I observed ROSE in the following classes:



Frequency Data Sheet

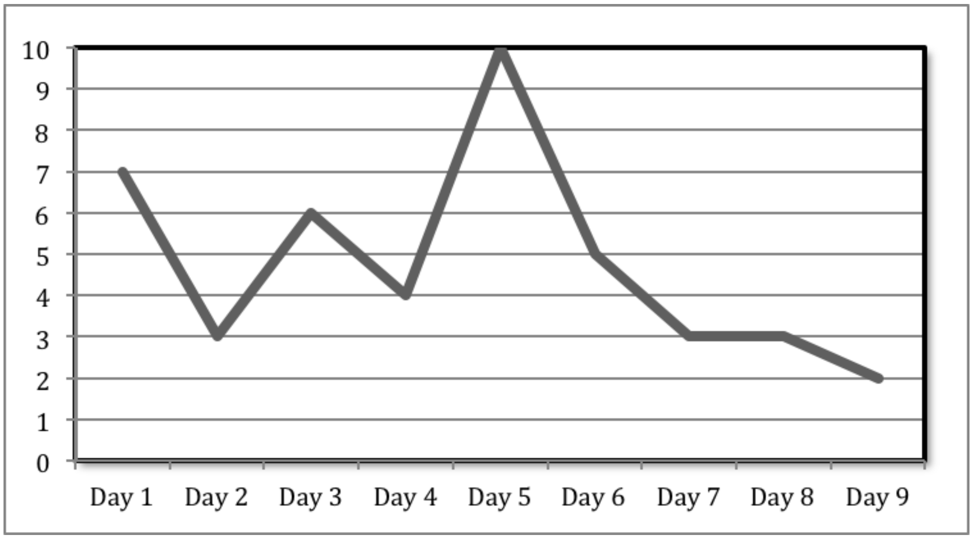
Name: ROSE York

Definition of behavior being recorded: Off-task behavior during class includes: looking her phone, putting her head down on her desk, reading a book she has brought to class (non-class related), completing assignments for other classes, talking to other students who are off task and staring off into space

Class	Date/ Time	1	2	3	4	5	6	7	8	9	10	Daily Total

Baseline:
Day 1- AVID (lecture, class discussion)
Day 2- AVID (Do Now, small group work)
Day 3- Advanced Algebra (Teacher leading class in doing problems on board)
Day 4- French (Class activity)
Intervention:
Day 5- P.E. (large group activity) *ROSE did not dress and sat on the side of the field talking with friends for the entire period.
Day 6- French (Lecture/Class discussion)
Day 7- Modern World (Lecture/Class discussion) *ROSE arrived 30 minutes late, so data was only collected for 20 minutes
Day 8- AVID (Do Now/Activity in computer lab)
Day 9- AVID (Do Now/Study hall format)

FREQUENCY OF ROSE'S OFF TASK BEHAVIOR PER 50 MINUTE CLASS PERIOD



Evaluation of intervention:
It is difficult to fully comment on the effectiveness of the intervention, as I had limited time to collect data due to ROSE's absences, suspension and unwillingness to try parts of the intervention.

Based on the graph, it appears that ROSE's off task behavior decreased as a result of the intervention. It is important to note that on Day 6, ROSE arrived to class thirty minutes late and I collected data for only twenty minutes. ROSE did spend more time on task during the two AVID classes I observed, which was promising, because she was required to complete individual classwork, a high-risk situation for her.

Although my concrete data collection is rather weak, I have noticed a change in ROSE's attitude in our discussions. It is promising that she approached me about the self-monitoring sheets and expressed interest in using them next week. This shows me that she is motivated in making a change, which is a positive first step. I believe if ROSE stays at Thurgood Marshall, she will be able to commit to change.

If ROSE can improve her ability to ask for assistance when she needs it, this will be a valuable tool in all aspects of her life. As she progresses in this area, we can work on identifying these other aspects. If her on task behavior continues to increase, ROSE's grades will go up and she will feel more confidence in herself and ability to succeed.

Analysis of Intervention and Recommendations:
This intervention's effectiveness was hampered by ROSE's suspension for possession of a weapon. As a result of this incident, ROSE was almost expelled and must attend a counseling conference at the district level. Because of her uncertainty about her status, ROSE feels animosity towards school at this moment and is therefore hesitant to try new approaches.

As I reviewed the intervention with ROSE, I was able to see what interventions were realistic in her eyes. ROSE is more likely to use methods that rely on her own independence, such as her self-monitoring sheets. She also seems more comfortable with interventions she can do at home. In the future, I will focus on interventions that allow ROSE to feel that she can rely on herself and not her teachers. As a result of this, I will give ROSE the choice to either use teacher progress reports obtained at school or use classroom information obtained online via school loop. If she continues to make progress, I will then begin to implement interventions that involve more cooperation with her teachers.

I believe allowing ROSE the space to talk about her circumstances and helping keep her informed about the expulsion hearing have helped her feel more connected to school at a time where the focus has been on punitive approaches. I have tried to stay away from this approach and instead have worked on asking ROSE what it is she needs to succeed. If ROSE remains at Thurgood Marshall, I will continue to offer her space for us to focus on a positive approach that concentrates on her strengths.

CPSY612 - Developmental Counseling: Children and Adolescents Reflection Paper

Reflection Papers:
There will be a total of **six** reflection papers to be submitted for this course (they will count for 30% of your final grade). Reflection papers should be submitted electronically through the Blackboard assignments feature. For more information about Blackboard, please refer to think link: http://www.usfca.edu/its/learning/online/student/ More information will also be provided in class.
Each reflection paper is due on the following dates: **09/10/11, 09/24/11, 10/15/11, 10/29/11, 11/5/11, 11/19/11.**

The reflection papers are **not a summary** of the readings, but instead your analysis of the content presented in one or more of the readings assigned for each class meeting. The paper must address specific reading points; it must not be so broad that you could have written your reflection without reading the material. They should reflect your reactions to the readings as they may or may not connect your worldview, cultural background, and/or observations you have made in your experience as a counselor. Reflection papers will provide the opportunity for you to critically assess and comment on the material presented in the readings for this course. You may choose to integrate into your reflections content covered in class as well; however, your reflection paper should primarily focus on any of the theories or research presented in the readings. Each reflection paper should be 1.5 to 2 pages long, typed, double-spaced, and use one-inch margins. All reflection papers should be written using the American Psychological Association (APA) writing style with respect to citing sources and providing references. For more information on the APA style format please visit:

General information and guidelines of APA style:
http://apastyle.apa.org/

The basics of APA style:
http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

USF Gleeson Library's counseling and psychology research and writing support (Wiki space):
http://psychologyresearchhelp.wiki.usfca.edu/

Grading Rubric for Reflection Papers:

Category	**Points/100**
Integrated content from readings	30
Critical analysis of material	35
APA style	20
Grammar and writing style	15

CPSY 612 - 3:2:1 Activity

Developmental Counseling: Addressing family and peer influence in development. Response to reading activity and class discussion.

3:2:1 SOCIALIZING RELATIONSHIPS: Family

List the 3 most important points from the reading (with respect to family influences)

List 2 critiques from the reading (with respect to family influences; e.g., what is missing?)

List 1 Action item for school counseling with respect to the content of the reading (with respect to family influences) (e.g., how is this information helpful to inform your practice as a counselor?)

CPSY612 Developmental Counseling: Children and Adolescents

Case Application

Kevin is an 11-year-old boy fifth grader. He is intelligent and athletic but he is also disruptive in class. He does not devote attention, energy or effort to homework assignments because he knows "just enough" without expending resources to understand the material. He is popular with other students and tends to have a negative influence in their behavior. Kevin's parents do not acknowledge there is a problem with his son's behavior. They believe their job as parents is to support their son, not the school administration. Matters came to a head when the school principal revoked Kevin's participation in an extracurricular field trip. His parents appealed to the school superintendent, which reversed the principal's decision.

Kevin is in what Erikson termed the stage of "industry" versus "inferiority." By this he means the child is reality-testing with a view towards discerning personal boundaries. Kevin is observing the behavior of his peers. He is learning to ascribe predicates to himself such as "I am smart," "I am well-liked", etc. Doing so leads to the development of a theory of mind – "how do others think?", "do they think like me?", "what motivates them to act the way they do?". The consequence of this is a concept of self and self-worth (self-concept/self-esteem), i.e., "this is how *I* think", "this is why *I* act the way I do". According to this stage, since the child is attending school, most of the social influences occur in the classroom. As such it is dependent upon satisfactory interactions with teachers and school staff who now substitute for parents as primary caregivers. The child demonstrates "industry" if and to the extent it successfully negotiates world- and socially-imposed constraints in order to develop his self-concept. The child demonstrates "inferiority" if and to the extent it he can't accomplish a task. Industry versus inferiority resolves in the ego strength of "competence," which the child needs in order to progress successfully to Erikson's next phase of being a teenager.

- *What are the Key Developmental Issues pressing for Kevin?*
- What assessment can you make of his moral development and his self-concept?
- If you were his counselor, what would you recommend to promote healthy development?

Case Application (Sample ClassNotes/Instructor)

Kevin is an 11-year-old boy in fifth grade. He is intelligent and athletic as well as disruptive in class. He does not devote attention, energy or effort to homework assignments because he knows “just enough” to coast through without expending resources to understand the material. He is popular with other students and coalesces their behavior and activities, which (because of Kevin’s own orientation) tend to have negative outcomes. Kevin’s parents do not acknowledge there is a problem. They believe their job is to support their son, not the school administration. Matters came to a head when the school principal revoked Kevin’s participation in an extracurricular field trip. His parents appealed to the school superintendent, which reversed the principal’s decision.

Kevin is in what Erikson termed the stage of “industry” versus “inferiority.” By this he means the child is reality-testing with a view towards discerning personal boundaries. Kevin is observing the behavior of contemporaries. He is learning to ascribe predicates to himself such as “I am smart,” “I am well-liked”, etc. Doing so leads to the development of a theory of mind – “how do my counterparts think”, “do they think like me”, “what motivates them to act the way they do”. The consequence of this is a concept of self and self-worth, i.e., “this is how *I* think”, “this is why *I* act the way I do”. Since the child is of school age and most likely attending school, most of this occurs in the classroom. As such it is dependent upon satisfactory interactions with teachers and school staff who now substitute for parents as primary care-givers. The child demonstrates “industry” if and to the extent it successfully negotiates world- and socially-imposed constraints in order to develop the positive self-construals outlined. The child demonstrates “inferiority” if and to the extent it can’t. Industry versus inferiority resolve in the ego strength of “competence,” which the child needs in order to progress successfully to Erikson’s next phase of being a teenager.

What are the Key Developmental Issues pressing for Kevin

1. Distinguishing the boundaries of his personal space – where it stops and where it starts, how it has the potential to impinge on that of other contemporaries.

2. Achieving a basic theory of causation in the sense that “if I do *x*, then *y* most surely will follow,” and applying this to his own behavior.

3. Learning what ascriptive predicates typically are applied to his behavior, e.g., “he’s a good boy,” “he’s a bad boy,” and learning how to modulate his behavior in order to maximize the likelihood that positive predicates will be ascribed, leading to reinforcing outcomes.

4. Learning to modulate and regulate basic emotions (such as shyness, popularity, competency, assertiveness, effortfulness) and deploy them in social situations.

5. Developing a theory of mind that facilitates attribution of intentions to others, e.g., “I’m thinking this way, I wonder what she/he’s thinking”, given the same set of circumstances. This also will enable him to interpret other’s actions and behaviors in light of how he perceives their intentions, and compare them to his own intentions and actions.

6. Developing satisfactory peer-group interactions and learning how to “be fair” to other students.

7. Developing competence in basic academic subjects and showing/demonstrating enthusiasm for them so as to maximize the likelihood of successful interactions with teacher and receipt of positive, reinforcing feedback.

8. Coming to terms with any gender, racial or ethnic differences. If he’s in a majority on any dimension, learning how to interact successfully with those who are off axis.

9. Acquiring a positive self-image and self-concept to serve as a foundation for later personal growth and development.

10. Developing a sense of right and wrong – elements of morality and the emergence of a moral self.

11. Distinguishing pro-social behavior from anti-social behavior; acquiring strategies for engaging in the former, not the latter.

12. Developing a self-schema that successfully integrates all of the developmental concerns expressed to this point.

13. Successfully navigating the fourth stage of childhood development and establish a condition of industry and competence, as hypothesized by Erikson.

Answers to Discussion Questions

QUESTION: What are the issues involved in Kevin's case? What assessment can you make of his moral development and his self-concept?

ANSWER: (1) The issues involved in Kevin's case are as follows. He presents a significant behavior problem. He is disruptive and unruly. Because of his personal charisma he is able to catalyze situations and engage less-assertive or more passive students, thereby multiplying the original adverse effect. He is bright but bored and unmotivated to perform at a grade-appropriate level, much less excel as he surely is capable of doing under the right circumstances. There has been a series of progressively-escalating misunderstandings with teachers. His home environment is not helpful in resolving the issues at school. By providing him with unconditional positive feedback his parents have empowered him and enabled him to disregard criticism and school-originated efforts to redirect his energy and initiative.

(2) Here is an assessment of his moral development and his self-concept. I would rate his self-concept as high. His home environment is unquestioningly supportive; his parents "believe it is their job to stand up for their only son and support him," even as they are "unhappy about his frequent problems at school." Given a choice between these two polarities, though, his parents opt for support rather than discipline or remonstration. He has high ego strength, is impervious to criticism, and either believes he acts appropriately or doesn't care how his actions affect others within his circle of relationships. His moral development, on the other hand, is inferior. There is no evidence he attends church or church school. There is no evidence his parents have supplied other standards or criteria that would enable him to differentiate between right and wrong. Whatever theories of personal morality he has conceived he has picked up from school and peer-group interactions. From these he basically has learned that he can do whatever he wants to without consequence. Judgment of his behavior is situational in that while his teachers might disapprove, his parents will approve (or at least not disapprove to the extent of providing positive punishment). As a result he is insensitive in his dealings with other students and disrespectful in his dealings with teachers.

QUESTION: If you were his counselor, what would you recommend to promote healthy development?

ANSWER: Counseling with parents might be temporarily palliative but this positive outcome is likely to be fleeting and it will lose effectiveness unless accompanied by genuine behavioral change. For these reasons it seems more likely that a course of operant conditioning would lead to a better result. According to Skinner it is not necessary to hypothesize the existence of goals and intentions to explain complex psychological phenomena. Rather they can be reduced to behavioral responses to the environment and shaped by the dynamics of a given situation. Operant conditioning as refined by Skinner envisions four types of reinforcement situations: (a) positive reinforcement (R+↑), which is a reward for increasing desirable behavior, causing it to go up; (b) extinction (EXT–↓), which is the removal of a previously-given positive reinforcer, causing undesirable behavior to go down; (c) punishment (PUN+↓), which is the administration of an aversive, causing undesirable behavior to go down; and (d) negative reinforcement (R–↑), which is the removal of previously-administered punishment, causing the desired behavior to go up.

Here is an example of how these concepts might be deployed in Kevin's situation. Kevin's teachers (the school administration) could develop a token economy for him. Under this he would receive a token for engaging in instances of desirable behavior. He then could trade the token for a desirable reward, such as going on the field trip. Engaging in undesirable behavior might result in the removal of tokens or the imposition of other sanctions, such as requiring further tokens in order to attain the positive reinforcer. Kevin presently has a sense of "entitlement" to reward despite his unruly behavior. Implementation of a token economy would emphasize that receipt of reward is contingent, not automatic.

I also would suggest a course of counseling for Kevin's parents. They simply might not realize how their hierarchy of rewards and punishments has reinforced Kevin's behavior. Kevin's parents are in what Galinsky refers to as the "authority stage" (p. 119). By setting examples, engaging in dialog, and even through positive requests (commands) they have the power to influence Kevin's behavior. Parents issue a myriad number of cues to their children about how to behave and what to expect. Kevin has picked up on these cues. By constantly probing and testing the limits of his world he has evolved a mental model of behavior – consequence that is dysfunctional. It is unlikely his behavior is "malicious." Rather, he simply has not had a role model that would show him how he is supposed to act. He is not so much disrespectful of his parents' authority as ignoring it. His parents in turn most likely do not even realize how they are contributing to this schematic. They may not understand what Kevin is going to or the strategies he has adapted to cope with the world as he sees it. They may not have devoted enough time to interacting with Kevin, or become bored or facile in their interactions with him. They have abdicated their inherent authority, leading to a chaotic outcome. There are many ways in which they can reassert it simply by modifying their parental style from "permissive" to "authoritative." Caring for their son is not simply permitting him to engage in whatever behavior pops into his head. Rather it is setting limits, acting consistently, and communicating with him as to their rationale.

CPSY 612 Developmental Counseling
Moral Development and Dilemmas
(Defining Issues Test [DIT-2])

The following vignettes were adapted from the DIT test, using with college students to assess moral development stages. Please discuss each vignette and elaborate on **cultural factors and context** that impact children and adolescents moral development. We will discuss Kolhberg's moral development theories and its application (and/or lack of application) to different cultural groups and genders.

Famine— (Story #1)

The small village in northern India has experienced shortages of food before, but this year's famine is worse than ever. Some families are even trying to feed themselves by making soup from tree bark. Mustaq Singh's family is near starvation. He has heard that a rich man in his village has supplies of food stored away and is hoarding food while its price goes higher so that he can sell the food later at a huge profit. Mustaq is desperate and thinks about stealing some food from the rich man's warehouse. The small amount of food that he needs for his family probably wouldn't even be missed.

WHAT SHOULD MUSTAQ DO?

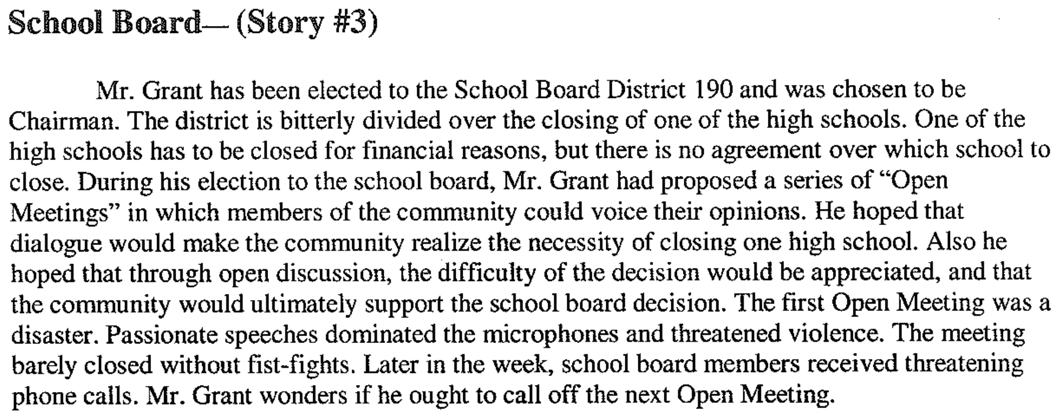
EXPLAIN:

Reporter— (Story #2)

Molly Dayton has been a news reporter for the *Gazette* newspaper for over a decade. Almost by accident, she learned that one of the candidates for Lieutenant Governor for her state, Grover Thompson, had been arrested for shop-lifting 20 years earlier. Reporter Dayton found out that early in his life, Candidate Thompson had undergone a confused period and done things he later regretted, actions which would be very out-of-character now. His shop-lifting had been a minor offense and charges had been dropped by the department store. Thompson has not only straightened himself out since then, but built a distinguished record in helping many people and in leading constructive community projects. Now, Reporter Dayton regards Thompson as the best candidate in the field and likely to go on to important leadership positions in the state. Reporter Dayton wonders whether or not she should write the story about Thompson's earlier troubles because in the upcoming close and heated election, she fears that such a news story could wreck Thompson's chance to win.

WHAT SHOULD MOLLY DO?

EXPLAIN:



School Board— (Story #3)

Mr. Grant has been elected to the School Board District 190 and was chosen to be Chairman. The district is bitterly divided over the closing of one of the high schools. One of the high schools has to be closed for financial reasons, but there is no agreement over which school to close. During his election to the school board, Mr. Grant had proposed a series of "Open Meetings" in which members of the community could voice their opinions. He hoped that dialogue would make the community realize the necessity of closing one high school. Also he hoped that through open discussion, the difficulty of the decision would be appreciated, and that the community would ultimately support the school board decision. The first Open Meeting was a disaster. Passionate speeches dominated the microphones and threatened violence. The meeting barely closed without fist-fights. Later in the week, school board members received threatening phone calls. Mr. Grant wonders if he ought to call off the next Open Meeting.

WHAT SHOULD MR. GRANT DO?

EXPLAIN:

3:2:1 SOCIALIZING RELATIONSHIPS: Peers

List the 3 most important points from the reading (with respect to peer influences)

List 2 critiques from the reading (with respect to peer influences; e.g., what is missing?)

List 1 Action item for school counseling with respect to the content of the reading (with respect to peer influences) (e.g., how is this information helpful to inform your practice as a counselor?)

CPSY612 - Developmental Counseling: Children and Adolescents
Final Assignment Guidelines
Literature Review Paper and Presentation

Objectives

1) To locate and review research on child and adolescent development issues.
2) To synthesize and critically evaluate this research
3) To present and discuss this information with diverse audiences.
4) To be an informed, prepared and authoritative communicator on the topic you researched.

Overview

The developmentally informed counselor helps those involved in the care of young people understand their issues and concerns in the appropriate context. In your career as a school counseling professional, you will be called upon to present to faculty, parent, district, and community groups to help them better understand challenges that the youth are facing. It is also important to use the most current literature and research to inform your interventions and presentation of information. This assignment is designed to be a training experience in preparation for this task. There are two parts to this assignment: 1) a literature review paper (30% of grade), and 2) a presentation of the material in class as if you are talking to a school audience of your choice (teachers, parents, or students) (15%). Below I provide directions/guidance for each of these parts of the assignment.

Part I: Literature Paper.

First, you will conduct a literature review to go in-depth with one of the topics covered in class and/or any topic pertaining to a potential developmental challenge during childhood or adolescence. Choose a topic that is very interesting to you. Examples of topics general include, but are not limited to:

- Peer influences in adolescent's substance abuse
- Adolescent sexuality development and media influences
- Racial identity development and school engagement
- Children of divorced parents and social development
- Identity development in immigrant adolescents
- LGBTQ Adolescents and school experiences
- Adolescents dealing with grief and loss
- Adolescents with learning disabilities and self-esteem
- Adolescents with eating disorders, assessment and interventions in schools
- Cutting and suicidal behaviors in adolescents
- Depression and anxiety in Adolescents
- Career and Vocational Counseling with Adolescents
- Adolescent spirituality and academic outcomes
- Media/Pop Culture influence on Adolescents' self-image
- Resiliency in Adolescents and ethnic identity
- Gang Participation in Adolescents and mental health

In your paper, you will present an organized and integrated overview of what you found in the literature about your topic. Please make sure to reflect on diversity issues. Your review should be based on a minimum of 10 sources, from which at least 5 sources should be peer-reviewed journal articles. Other sources for your paper may include books, census or other relevant statistics, references to programs/interventions, or conversations with leaders/experts in a particular area (if applicable). As part of your paper, you are asked to reflect and conclude on the literature you reviewed (for example, the implications of this information for you as a school counselor, diversity considerations, etc.)

Part II: Presentation
Based on your literature review, you will prepare a short presentation of the information as tailored to other members of the school system (e.g., teachers, staff, students, or parents). You will provide the knowledge you acquired from your paper in a way that will be practical and adapted for an audience in the school. You may focus on specific aspects such as understanding the phenomena under question and providing specific recommendations for your audience.

Instructions for the literature review paper

1) Select a topic to present and write an outline to submit to the instructor for feedback. There is a separate handout on how to write an outline for this paper. The outline is an opportunity to receive feedback from the instructor. Outlines must be submitted via blackboard by **10/20/11** before midnight.

2) Include at least 10 professional sources. A *minimum* of five of these sources must be peer-reviewed journal articles. Other sources may include books, texts, census or other relevant statistics, references to programs/interventions, or conversations with leaders in a particular area. It is o.k. if you use more than 5 (out of the 10) journal article references in your paper.
3) Synthesize and organize the information from your sources. Be sure to critically assess the information presented (e.g., inclusion of context, diversity, and cultural issues).
4) Write a conclusion section where you reflect on the applications and implications of the findings in the literature for the students with whom you work. How would these findings inform your work as a school counselor?
5) Organization: three major sections should be included:
I. Introduction (roughly 2.5 pages)
II. Literature review (which could be organized in subsections depending on your topic) (roughly 10 pages)
III. Conclusions (roughly 2.5 pages)
6) Use APA style. This is **not** about following the APA style structure for an empirical article (e.g., abstract, background; methods, discussion), but rather about using APA style to include citations in the body of your paper and how to list references. In addition, APA publication manual provides guidelines for the use of title and subtitle format. (See APA handout for summary of APA style as relevant for this paper). The link provided on blackboard vista (in the assignment and guidelines folder) also includes tutorials and a summary directly from the APA website.

Expectations for the paper:

- ■ Active engagement, critic, and integration of the literature
- Is the information from different articles/sources effectively integrated?
- Is there evidence of the writer's own thinking? For example, elaborate on the information reviewed by providing a new and/or thought provoking explanation/idea; or integrate existing ideas with a new perspective.
- Has the writer moved beyond a mere summary of studies/articles to offer an original analysis of them?
- Is the review integrative, synthetic, and thematic in its organization and NOT an article-by-article approach?
- ■ Organization/Flow
- Does the introductory paragraph provide the reader with the goals and organization of the paper?
- Are the main points of the paper linked together to form a meaningful argument?
- Is there a logical progression of ideas in the paper that build on one another and lead to a well-defended conclusions?
- Is there an effective summary/conclusion section at the end of the paper that integrates the literature reviewed in a manner that addresses the goals that were first proposed in the introductory paragraph? Does this conclusion include applications for school counseling as well as diversity issues?
- ■ Critique of the state of the literature as a whole
- Does the paper have a statement (or set of statements) about the literature reviewed? For example, what do they have in common? Are the articles/sources reviewed different? Similar? How do you conclude?
- Are the populations researched in the articles representative of all adolescents? For example, are the samples diverse enough? Do the articles acknowledge contextual and urban factors?
- ■ Writing Style
- Is the writing style concise, readable, and free of structural problems?
- Is the paper free to spelling or typographical errors?
- ■ Length
- Is the paper between 15-17 pages of length (not including the reference pages) (approximately 4,500 words)?
- Is the paper formatted with 12-point font and 1-inch margins?
- ■ Citations/references
- Has the use of secondary citations been avoided (e.g., avoid using work "cited by"[others]. For example, "According to Lopez (1988)…as cited by Lau and Smith (2005)"). Cite original articles.
- Does the reference section include a minimum of 10 references listed in current APA style?

CPSY 612
Instructions for In-Class Presentation

After reviewing the literature on your topic and acquiring systematic knowledge about your topic, you will choose to focus on specific aspects to provide psychoeducation at your schools. Your goal is to raise awareness and make recommendations about a particular issue. Therefore, you may prepare an informative, engaging **20 minutes** presentation as if you were presenting the topic to teachers as part of a staff development program on a roundtable presentation; OR to parents, in a parent conference; and/or as a topic covered as part of a guidance program with students. (Choose one of these three to prepare the presentation.). Your presentation will be evaluated based on your ability to engage members of the school audience in your topic.

You are required to prepare handouts, visual representation of the topic you are presenting on. You may also use sources from the web, short clips to illustrate your points; however, this is not a requirement. The goal is that you present relevant information in a concise manner that could be useful for your audience. Presentations should be no longer than 20 minutes and making the content clear and relevant to your audience. Please be selective and focus your topic on a specific, concise issue to present (it does not have to be all you included in your review paper; select the more important points you want to communicate to your audience). There would be also 1-2 extra minutes (aside of the 10 minutes) for questions (at least one question) from your audience.

Presentations will be evaluated with respect to clarity, integration of literature knowledge, and adaptation to the school context and engagement of your audience (e.g., language/content used to present information would be different if addressed to children, staff or parents).

CPSY612 Developmental Counseling: Children and Adolescents

The following scale was administered in class as part of a lecture and class discussion that addressed context of development and obesity. The lecture focused on cultural and sociopolitical factors that impact the access to healthy foods and spaces to exercise for children and youth of Color. The intersections of health, socio-emotional, and academic outcomes were discussed. Students discussed ways in which school counselors would conduct interventions to address the needs of children/youth with obesity. Interventions included systemic (school climate culture; professional/staff development), group, and individual interventions. (Dr. Maryam Jernigan)

Attitudes Toward Obese Persons Scale

Please mark each statement below in the left margin, according to how much you agree or disagree with it. Please do not leave any blank. Use the numbers on the following scale to indicate your response. Be sure to place a minus or plus sign (-or +) beside the number that you choose to show whether you agree or disagree.

-3 -2 -1 +1 +2 +3 I strongly I moderately I slightly I slightly I moderately I strongly disagree disagree disagree agree agree agree

1. ______ Obese people are as happy as nonobese people.
2. ______ Most obese people feel that they are not as good as other people.
3. ______ Most obese people are more self-conscious than other people.
4. ______ Obese workers cannot be as successful as other workers.
5. ______ Most nonobese people would not want to marry anyone who is obese.
6. ______ Severely obese people are usually untidy.
7. ______ Obese people are usually sociable.
8. ______ Most obese people are not dissatisfied with themselves.
9. ______ Obese people are just as self-confident as other people.
10. ______ Most people feel uncomfortable when they associate with obese people.
11. ______ Obese people are often less aggressive than nonobese people.
12. ______ Most obese people have different personalities than nonobese people.

13. ______ Very few obese people are ashamed of their weight.

14. ______ Most obese people resent normal weight people.

15. ______ Obese people are more emotional than nonobese people.

16. ______ Obese people should not expect to lead normal lives.

17. ______ Obese people are just as healthy as nonobese people.

18. ______ Obese people are just as sexually attractive as nonobese people.

19. ______ Obese people tend to have family problems.

20. ______ One of the worst things that could happen to a person would be for him to become obese.

CPSY 612 Developmental Counseling: Children and Adolescent

Topics for class: Gender and sexual orientation identity

General learning objectives:

- Students will become familiar and review general concepts/aspects associated with gender development during childhood and adolescence.
- Students will critically explore socialization influences in gender development, special will be placed in the role of schools
- Students will learn about identity development in adolescence as pertinent to sexual orientation while understanding its implications for psychological and educational outcomes
- Students will review the role of school counselors in addressing sexual orientation issues in their students as well as the importance of a positive LGBTQ climate in schools.

Gender development and socialization:

The students worked in an in-class group activity (i.e., concept map + presentation by gender), which helped students to review the content covered in Blackmore chapter 13 (reference below + chapter attached) in an interactive way. We also discussed cases to address specific issues pertinent to gender development.
Film Screening: Girls Like Us (focus on Urban girls experiences)

LGBTQ:

In addition to class discussion and lecture on LGBTQ identity models of development.

- Movie/documentary "Bullied" released by Teaching Tolerance (A project of the southern poverty law center). More information about the film can be found in this link: http://www.tolerance.org/bullied

- Movie: **I'm Just Anneke The Family Journey**

From Website:

These short documentaries created by award-winning producer and director Jonathan Skurnik recommended for transgender studies, parenting, and child development. Combined on one DVD, *I'm Just Anneke* and *The Family Journey* present an enthusiastic argument for acceptance and unconditional love of gender nonconforming children.

I is simply a portrait of one 12-year-old who has dealt with depression since she was 4, social rejection since she was 10, and has just started a course of medication to suppress the hormones of adolescence. Her parents are unapologetically accepting of their child ("I don't really get parents who don't accept their kids"), and the filmmaker shows that they want to parent the whole child, not just focus on her gender identity: her mother says simply "The more we've dealt with… in a positive way the gender stuff, the better her mood has gotten." The high point of this film is Anneke just being twelve and playing hockey, but she also has an opportunity to speak for herself. Anneke says she's "in the middle of thinking about who I am," which might be said for many 12-year-olds.

CPSY612 - Developmental Counseling: Children and Adolescents

The Case of Moises

Moises is a 10 year-old third grader who was referred to you by his teacher, Ms. Peterson. Ms. Peterson is concerned about Moises and asked for your input in how to best support Moises in the classroom. Ms. Peterson also requests that Moises receives counseling as she notices that he is having a hard time socializing with other children and "fitting in."

Moises migrated recently to the U.S. He is in an English immersion program and he "is not very proficient in English yet." Ms. Peterson has not been able to meet with Moises parents yet, however, he does have a relative who is a concierge at the school, who she believes may be a good contact to inquire about Moises' adjustment to the school. She wonders about how much support Moises is receiving at home. Ms. Peterson states that although he appears to have "low energy" and "at times lost" he is trying hard to perform well in math. She is particularly concerned about the impact that an upcoming math test will have in Moises. Although there are other children in her class that are not highly proficient in English, she states that they "appear to be more socially adjusted" than Moises.

- How do you anticipate working with Moises as his counselor given the presented issues? Name strengTHS and challenges that you will address.
- What developmental issues come to mind when you think about this case? Include racial, cultural, immigration, language and cognitive development in your response.
- Which developmental theories may inform your understanding of Moises' situation? (e.g., Erikson; Piaget; Kohlberg; Bolwby/Ainthworth; Helms; Phinney; Suarez-Orozco; Brofenbreuner). Elaborate on salient racial identity issues; immigration experiences and their impact in self-concept development.
- What would be the role of school in Moises experiences?
- What would be the role of peers in Moises experiences?
- What would be the role of family in Moises experiences?
- What would your plan of action be to his counseling needs while being responsive to potential developmental and cultural issues?

CPSY 612

3:2:1 Group Activity:

Development from an Ecological Framework: Contexts of Development

Addressing the readings:

- **The Color of childhood poverty**
- **Sociopolitical contexts of development**
- **Ecological models of Development**

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3 Big ideas or concepts

1)

2)

3)

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2 Quotes

1)

2)

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1 Concern and Action Items

1)

CPSY612 Developmental Counseling: Children and Adolescents
Dr. Maryam Jernigan (lecture on racial identity)

ASSESSMENT ACTIVITY:
RACIAL IDENTITY AND YOUR EDUCATIONAL ENVIRONMENT

Think for moment about your own respective educational environments (i.e., Practicum Sites). Take one minute to jot down answers to some of the following questions:

1. How is racial identity reflected in your school policies?
2. What does the cafeteria look like? Hallways? Playgrounds?
3. Who is reflected in the administration? Staff?
4. How do you plan activities so everyone is included?
5. What do you do when there are racial tensions?
6. What images are reflected in the school (e.g. pictures)?
7. Who is present at meetings to discuss racial issues?
8. How do teachers talk about race and culture?
9. What are the perceptions of students of Color?
10. What are the performance standards for students? Students of Color?

Use the following answers as a primer to begin thinking about the racial identity status of your respective work environments. Based upon your experiences, begin to think of how you might make some changes (or begin advocating for change) to assist in creating an educational environment for students that reflects integrative awareness.

CPSY 613: Group Counseling Skills

Patty Cowick, MA MFT

Written Group Proposal Requirement for completing the course:

Pick a specific group of people that you would like to facilitate in the group setting, (a specific culture, age and focus / issue). Research that group, and write up how you would approach the following group topics as they apply to the research you have done. How your culture/ age group would respond to: building trust, respect, self disclosure, family disclosure, eye contact, resistant behavior/defenses, implied goals or how counseling should work, cultural integration issues with the popular culture, creating change in their lives, and termination.

Develop a proposal for a psycho-educational group that will run in the schools for ten weeks. In addition to the basic elements of the proposal, tell me how you would decide who would participate, how you would screen. What would be your ground rules. Name your topics, and give me a detailed description of one class, using the psycho-ed format we discussed in class. How would you terminate?

The single class description can be written in a outline format with specific information under each section.

Due the last day of the class.

CPSY 613: Change your Thoughts / Change your Experience

Situation:

Your Emotional Response:

Your Thoughts: (negative)

Your Thoughts: (helpful)

Any Change in Emotional Response:

Possible Actions:

Possible Consequences:

CPSY 613: Group Counseling Class Final Essay Questions

1. What is the difference between transference and countertransference? Why is it important to keep countertransference in "check"?
2. We discussed in class the idea that a group can foster universality. What does this mean? Give an example of a group exercise that you may use to develop the feeling of universality.
3. Define group dynamics. Explain how we bring those group dynamics out in the open during a group session.
4. What are group norms? How do you develop group norms in a group? List three very important group norms.
5. Groups have developmental stages. Describe one of those stages and describe what your job is in that stage.
6. What can you do as a group leader to empower clients that feel marginalized and oppressed?
7. What is a social microcosm? How does this concept relate to groups?
8. Describe how you would handle a "monopolizer" in a group, explaining the various considerations needed to decide on an intervention.

CPSY 613: Group Counseling Skills

Skills for Group Counseling

Active Listening Help the group develop this skill teach them how to listen, respect, eye contact, real interest in another. Wonderment What do you hear her say… What piece are we missing… Say more, I'm not sure I get it… Don't box anyone into a label. Model this constantly.

Empathy put yourself aside for the moment, it's not about right and wrong. This is very hard for adolescents to get – model this behavior. Ask group members, what do you think it's like… how might they be feeling… Did we get it… understanding the verbal and nonverbal. Understanding the need vs. the words, where is the pain, where is the need from which these words are coming.

Questioning be carefulnot to interrogate or ask too easy questions. Go where the energy is. I can't stand my mother, she never listens to me… Listen for affect and subtle messages.

Facilitating Play Phil D. Bdg a web connecting people in something that is meaningful, moving the conversation to deeper areas. Has anyone else had these feelings before… Can you talk to… What was that like in your life…

Reflecting be careful not to just repeat, reflection is used to convey attentive listening, a connection between you and the student. You give his message back to him.

Clarifying or Reframing Asking to see if you understand, seeing other perspectives. Reframing something negative or shameful as completely understandable in the given circumstances, or changing the negative perception to a strength.

Interpreting give them a context for which to put their present experience in. Help them understand what dynamics can be going on. Use this instead of confrontation or in confrontation. Help them see some of the reasons for their feelings and behaviors.

Summarizing tying things together. Make some useful sense of he discussion/group. This is the time to help students not feel stupid about their comments, and weave a thread through their experiences and feed it back to them in a way that makes it purposeful and meaningful.

Linking using other members for feedback/advise/empathy/connection. Let yourself get out of the way. What if a member gives bad advice? Ask others what they think, ask what part of themselves is that advice coming from?

Confronting use how you are feeling in the moment. Sometimes use with interpretation. Use humor (be careful). Challenge the behavior, not the person. Earn the right to confront issues with time and trust. Confront disruptive behavior right away, with respect for yourself, the group and the disruptive member.

Supporting the person, not the problem. Allow members to sit with negative emotions or ambiguity for a time, then use linking to help the group support them. Support the belief that they can be strong, it may be telling them they can deal better than they think. Don't caretake victim stances. Support in a crisis, support making positive/frightening changes.

Blocking block disruptions, bombarding questions, labeling, storytelling, gossiping, confidences, bitching, etc. Use sensitivity and directedness, refer back to rules.

Diagnosing appraising their behaviors and emotions, and picking the appropriate interventions. Attend to the need, not just the want.

Reality Testing realistically looking at decisions, choices and consequences. Pros/cons get feedback.

Evaluating Is this working? Are we doing what we set out to do? Is this of a different value? Are we staying where it's safe? This may take place in your head, or you can bring this to the group.

Terminating Closure, time to sum up, give them positive feedback on their strengTHS, reiterate tools, and how to use them, have them evaluating group/teacher, make sure they referrals or follow up if needed. Predict bumps – in difficulties what will you do? How will they support each other?

CPSY 614 Academic and Career Counseling
Career Interest Assessment Report Guidelines

Vocational/Career Interest Assessment Analyses (25% of total grade). A written report of the results and analysis of the self-administered interest and personality inventories (SII and MBTI) will be submitted. **Deadline:** 04/08/11.

Objective of the paper:

Please note that the objective of this assignment is for you to show your understanding and critical assessment of the usage of the SII and MBTI in career counseling. This is NOT a standard report for consultation (but a report where you demonstrate your understanding of the assessment instruments as career counseling tools). When working on this assignment, you will be in the unique position of using the information from the tests as a counselor, but also be able to critically appraise the test results as a client. Let's take advantage of this unique situation to critically apply and evaluate the SII and MBTI as tools for career counseling.

Structure for the paper:

Introduction:
Present a hypothetical career-counseling question or issue that your client is asking you. Here you also present a description of your hypothetical client (e.g., age, current occupation, etc. this is all up to you). For example, "A sophomore in college came to see you, requesting a vocational assessment to make sure s/he is in the right career path." Or, "The client is a junior in high school who came to see you to figure out his/her career options."

Critical analysis:
Briefly present arguments based on theory or research (as discussed in the assigned readings from class # 4) about why/how these tests are indicated to address your client's questions.

Presentation of Results:
SII results summary: This will include a sentence stating whether or not the tests results are valid for interpretation (e.g., typicality, number of responses) to then present a description of the main findings as obtained from the SII (e.g., GOTs, BBIs, etc.). Please make sure to present information pertinent to the suggested occupations, etc.

MBTI summary: Present a summary with the description of the personality types obtained from the test. Make sure to present a description of the hypothetical personality of the client and how this would impact the client's career options.

Integration of SII and MBTI: Integrate the results and career counseling recommendations based on the results of both tests.

Application of the results and recommendations:
Using the handouts provided in class for the MBTI career (also posted on blackboard; class materials week # 4) and the profiles from the SII (Occupation scales and subtype summary

codes), *investigate* five recommended occupations for the client. This will be based on your integration of the commonalities and differences among the two tests' results as well as the client's responses to the test results and preferences. In addition, include information about the personal preferences as suggested by the SII to choose your top-5 occupations, if the client views them as accurate.

Use O*Net website http://www.onetonline.org/explore/interests to search information about the occupations.
For the paper, only present a list of the occupations you investigated. Please present the rationale of why you choose these professions to investigate (elaborating on test results and thinking process of client). After learning about each of these occupations, present a general description of what they have in common as well as their differences. What recommendations will you present to your client based on your findings? Please reflect on how this process could be facilitated for clients and/or cautions to consider.

Conclusions: Briefly summarize main points addressed in the paper. Please include your critical analysis and reflections of the use of career assessment tools to assist students/clients in their career development process (e.g., strengths and limitations). Please include your assessment of recommendations and/or cautions to keep in mind with respect to how to use these tools for career counseling.

Suggested length: 8-10 pages (double-spaced, 12" font, 1-inch margins).

CPSY 614 Academic and Career Counseling
Electronic Portfolios (e-portfolios) workshop

This is NOT a graded activity that will be done in class. However, it is a resource that I hope will be helpful for you as you as you start your job-hunting process. Additionally, I see this as a tool that can be used with your students if applicable (e.g., helping them also build e-resumes, etc).
Please see below the info pertaining to what is needed to have during the class (e.g., laptop computer, etc.).

Overview and Rationale:
On the first day of class it was brought up that it would be most beneficial for you to work on the electronic portfolios (initially planned for the last day of class) for your job applications in the middle of the semester instead of the last day of class. Thus, based on your feedback, I am moving the e-portfolio working session for this coming weekend, so the timing is most convenient.

Definition: "…electronic portfolios are meant to be collections that have been completed, created or designed to show the work produced by an individual and displayed in an electronic format." (Regent University; School of Psychology and Counseling).

"According to Batson (2002), e-portfolios present huge possibilities for curriculum review, faculty evaluation, student evaluation/placement, and program evaluation/accreditation review (in school counseling)." "According to Boes, VanZile-Tamsen, and Lastname, the portfolio as an employment tool is a brief but powerful visual device to sell the applicant's abilities. Items included should be one's best work and replaced as skills improve. The goal is to present a view of personal and professional growth for the purpose of self-presentation in a job interview and for reflective self-evaluation throughout its development (p.230)." (This info was also copied verbatum from the web).

Objectives of the e-portfolios workshop:
1) To provide an overview of the use of free web-based technology (offered by Google sites) to build your professional portfolio website.
2) To familiarize you with what to include in the electronic portfolio.
2) To get you started in the process of building your electronic professional portfolio.
Expected outcomes:
You will have developed a structure and draft of your electronic portfolio. I will provide you with printed guides and instructions for Google-sites design that will assist you in the future as you continue revising, building, and updating your e-portfolio.

(I will also be more than glad to review and give you feedback on your e-portfolio after this workshop and class).

What you will need for this weekend:

1) A laptop computer: Please e-mail me as soon as possible if you are not able to bring a computer to class this weekend. I will bring you a laptop from USF so you can work on your electronic portfolio.

2) A Google account: if you do not have a Google e-mail account. Google accounts can be obtained for free from the following website: https://www.google.com/accounts/Login

We will use Google sites to build your e-portfolio. This is a free website with 100MB of storage capacity. Google sites do not require you to know HTLM programming to build the site. In addition, you are able to post direct content, papers, presentations (after converted in google docs), photos, videos, blogs, gadgets, links, etc.

(Although your USF dons e-mail account will also give you access to design a website through Google (or Wikki), this will not be likely to be available for you after you graduate. Hence, we will use Google so you get to keep this site and update it in the long-term)

3) Supporting materials
-Resume.
- Samples of work, which may include:
*Professional work samples (e.g., curriculum/guidance interventions; If you delivered the intervention during your practicum, it would be even stronger if you have data that supports the evaluation of the intervention you delivered, in accordance to the ASCA model).
* Academic work samples (I would recommend to add here samples that speak to your analytical skills, theoretical foundation, and/or any work that represents your philosophy of school counseling).
* Sample presentations, etc.

*Suggested structure of E-portfolio (I will provide more details and/or other models during the workshop)**:*
- A home page: to include an introductory BIO paragraph (i.e., your professional introduction; goals of the site; relevant experiences; and your philosophy of counseling) Or cover letter.
- A page with contact information (e.g., e-mail).
- Resume: See the ASCA recommendations for job-hunting for models of concise but comprehensive resumes (This is posted on Blackboard).
- A page to post credentials and supporting materials.
- A page with professional samples: Curriculums you developed; Interventions delivered (with needs assessments and evaluation report after intervention; a big plus).
- A page with academic work samples (e.g., papers you wrote; presentations conducted that speak to your philosophy as a school counselor).
- A page with contact information of professional references (actual recommendations could also be posted if available and applicable). Etc.

Sample E-portfolio: (this is different from what I am presenting above; but is another sample)

CPSY 614 Academic and Career Counseling
CCYR Panel Form

1. Please describe your overall reactions to the panel's presentation.

2. What were the most relevant issues for your academic/career counseling skills you took from this panel?

3. After participating and hearing from the youth panel, list specific knowledge and awareness you would apply in academic counseling with urban youth?

4. From what you heard from the panel, comment on multicultural and sociopolitical issues impacting youth's academic and career development in urban schools. Describe implications for your counseling practice.

5. What questions you have that are still unanswered about the academic/career counseling skills in urban settings.

CPSY 614. Academic and Career Counseling

Guiding Questions for summary and in-class presentations: Diversity and Career Counseling

Shea et al (2007) article.
Development of a culturally specific career exploration group for urban Chinese immigrant youth in schools.

- Rationale for a culturally specific career intervention.
- Describe the intervention (e.g., system of delivery; format; participants; recruitment, etc).
- Highlight intervention's activities that your group found helpful to learn about from this intervention.
- How would you assess of this intervention? In other words, How would you know if it helped the group participants?
- Discuss how this intervention could be adapted to work with other students/populations at your school. Be specific about what you would do the same, what would you do different.

Schmidt & Nilsson (2006) article.
The effects of simultaneous developmental processes: Factors relating to the career development of lesbian, gay, and bisexual youth. Implications for counseling in schools.

- Rationale for studying and being responsive to career development in LGB youTHS?
- What are the most important ideas presented in this article? (e.g., what is the Bottleneck Hypothesis of career development for LGB youth the authors highlight? Does your group agree with this hypothesis? Why?)
- List potential challenges that LGBTQ youth face in career development/employment (beyond what is mentioned in the article; e.g., context; discrimination; sexual orientation and career stereotypes, etc.)
- How would this impact career counseling with LGB youth? (e.g., individual interventions; group interventions—)

College Counseling Source Board (2009) from the College Board.
Counseling first-generation students about college

- Overview; define first generation college students (diversity within the group; heterogeneity)
- Recommendations for academic and college counseling; highlight important aspects of the counselor role.
- Main considerations when working with parents and students
- Considerations for undocumented students; foster care children (e.g., financial aid issues)
- List resources available
- Example of other organizations and supports

College Counseling Source Board (2009) from the College Board.
Counseling students with special needs

- Overview; define students with special needs (diversity within the group; heterogeneity)
- Relevant laws and differences between secondary vs. postsecondary education policies (e.g., p. 11-3 and so on).
- Recommendations for academic and college counseling; highlight general aspects of the counselor role and interventions.
- Define accommodation, programs, and services (e.g., p. 11-25…throughout the chapter there is relevant information about this, including examples). Other relevant terms/concept to assist students with special needs?
- How can counselors learn what colleges offer to students
- List resources available
- Choose a helpful tip, resource or intervention from this chapter (e.g., handout sections; interventions presented, etc.)

CPSY 614 Academic and Career Counseling
Circle of Life Career Exploration

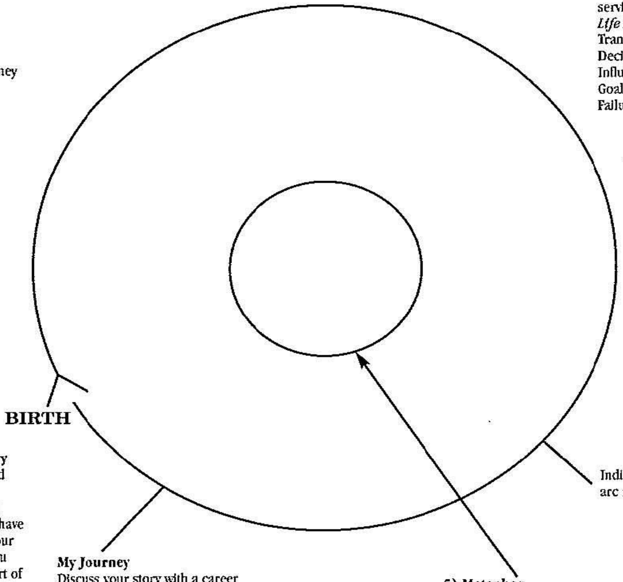
10. Creating My Own Circle of Life

1) Describing My Life Story
(Phases or Chapters, e.g.)
Early Journey
Adolescence
Young Adult
Midlife
Older Adult
Later Life Journey

2) Chapter Titles
Divide the circle into chapters of your life journey. Insert in each phase titles of your story or chapter and important events of that phase. Be selective, as you cannot include everything; choose the most significant for you.

3) Major Elements
Life Values (e.g. health, concern for others, money, spirituality, service, privacy)
Life Events (Expected, Unexpected)
Transitions
Decisions
Influences
Goals & Achievements
Failures Life Control

4) Highlights
Barriers (Internal, External)
Facilitators (Internal, External)
Mentors/Role Models
Sense of Agency
Self-Satisfaction /
Community Contribution
Importance of Culture,
  Gender,
  Socio-economic Status,
  Beliefs,
  Family & Work



Indicate with an X where you are now in your circle

6) Constructing My Story
Indicate what you would like to do in the last chapter of your life and what you would like to have accomplished before your life is over. What can you do to make the later part of your life more as you'd like it to be. Use back of paper if necessary.

My Journey
Discuss your story with a career counselor or a small group in your class or with someone important to you. What did you learn or discover from this experience?

5) Metaphor
Draw a symbol, which is a metaphor for the "core" of who you are — your driving force.

Minor, C. W. & Pope, M. (Eds). (2005). Experiential activities for teaching career counseling classes and for facilitating career groups, volume two. Tulsa, OK: National Career Development Association.

CPSY 614: Academic and Career Counseling

Activities for the SII in class:
Create groups for the first highest score:
R - I - A – S- E – C.

1) Asses the validity and biases in the profile:
    a) Number of infrequent responses (as alerted in the profile): this is assessed by the typicality index which observes number of unusual or inconsistent responses. Should this occur explore causes with student (e.g., misunderstanding of items; occupations)
    b) On page 9 of the SII report look at the total of responses out of 291. If this number is less than 276, the profile may be invalid and not appropriate for interpretation.
    c) At home: check for the item response percentage following guidelines provided on Blackboard.

2) Examine the profile summary report on page also on page 9: listing the 3 highest General Occupation Themes (GOTs), 5 highest and 3 lowest Basic Interest Scales (BISs) and 10 of the highest and 5 of the lowest Occupational Scales (OSs) and the personal style scales.

3) Review the instructions provided in back page of the profile to guide you through analyzing GOTs, BISs, and OSs.

4) After having a general overview and processing how these occupational themes fit to you, proceed to analyze the occupation scales, note the theme codes listed at the left side of each high/similar interests occupation to identify possible patterns. Identify general occupations to explore (having in mind, GOTs, BISs, and preferred personal styles).

Splitting personalities: MBTI:

In-group discussion guidelines:

- Share “real life” current or past career actions/experiences that best illustrate the ----- type. Be specific.
- Select 3-5 examples from your group to present to the class.

At the end: Who has the exact personality type you have? Compare notes about the strong Interest inventory.

CPSY 614 Academic and Career Counseling
Career Interest Assessment Report Guidelines

Vocational/Career Interest Assessment Analyses (25% of total grade). A written report of the results and analysis of the self-administered interest and personality inventories (SII and MBTI) will be submitted. **Deadline:** 04/08/11.

Objective of the paper:

Please note that the objective of this assignment is for you to show your understanding and critical assessment of the usage of the SII and MBTI in career counseling. This is NOT a standard report for consultation (but a report where you demonstrate your understanding of the assessment instruments as career counseling tools). When working on this assignment, you will be in the unique position of using the information from the tests as a counselor, but also be able to critically appraise the test results as a client. Let's take advantage of this unique situation to critically apply and evaluate the SII and MBTI as tools for career counseling.

Structure for the paper:

Introduction:
Present a hypothetical career-counseling question or issue that your client is asking you. Here you also present a description of your hypothetical client (e.g., age, current occupation, etc. this is all up to you). For example, "A sophomore in college came to see you, requesting a vocational assessment to make sure s/he is in the right career path." Or, "The client is a junior in high school who came to see you to figure out his/her career options."

Critical analysis:
Briefly present arguments based on theory or research (as discussed in the assigned readings from class # 4) about why/how these tests are indicated to address your client's questions.

Presentation of Results:
SII results summary: This will include a sentence stating whether or not the tests results are valid for interpretation (e.g., typicality, number of responses) to then present a description of the main findings as obtained from the SII (e.g., GOTs, BBIs, etc.). Please make sure to present information pertinent to the suggested occupations, etc.

MBTI summary: Present a summary with the description of the personality types obtained from the test. Make sure to present a description of the hypothetical personality of the client and how this would impact the client's career options.

Integration of SII and MBTI: Integrate the results and career counseling recommendations based on the results of both tests.

Application of the results and recommendations:
Using the handouts provided in class for the MBTI career (also posted on blackboard; class materials week # 4) and the profiles from the SII (Occupation scales and subtype summary

codes), *investigate* five recommended occupations for the client. This will be based on your integration of the commonalities and differences among the two tests' results as well as the client's responses to the test results and preferences. In addition, include information about the personal preferences as suggested by the SII to choose your top-5 occupations, if the client views them as accurate.

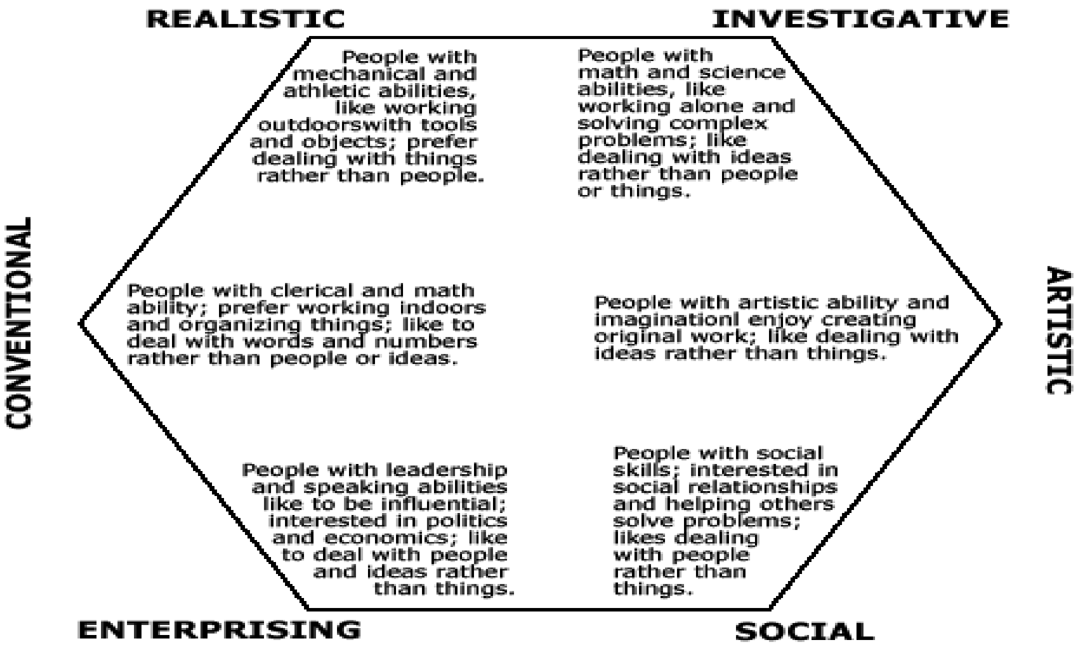
Please use O*Net website http://www.onetonline.org/explore/interests to search information about the occupations.

For the paper, only present a list of the occupations you investigated. Please present the rationale of why you choose these professions to investigate (elaborating on test results and thinking process of client). After learning about each of these occupations, present a general description of what they have in common as well as their differences. What recommendations will you present to your client based on your findings? Please reflect on how this process could be facilitated for clients and/or cautions to consider.

Conclusions: Briefly summarize main points addressed in the paper. Please include your critical analysis and reflections of the use of career assessment tools to assist students/clients in their career development process (e.g., strengTHS and limitations). Please include your assessment of recommendations and/or cautions to keep in mind with respect to how to use these tools for career counseling.

Suggested length: 8-10 pages (double-spaced, 12" font, 1-inch margins).

CPSY 614 Academic and Career Counseling
RECOGNIZING RIASEC OCUPPATIONS


REALISTIC
INVESTIGATIVE
People with mechanical and athletic abilities, like working outdoorswith tools and objects; prefer dealing with things rather than people.
People with math and science abilities, like working alone and solving complex problems; like dealing with ideas rather than people or things.
CONVENTIONAL
People with clerical and math ability; prefer working indoors and organizing things; like to deal with words and numbers rather than people or ideas.
People with artistic ability and imaginationl enjoy creating original work; like dealing with ideas rather than things.
ARTISTIC
People with leadership and speaking abilities like to be influential; interested in politics and economics; like to deal with people and ideas rather than things.
People with social skills; interested in social relationships and helping others solve problems; likes dealing with people rather than things.
ENTERPRISING
SOCIAL

(S)
Law Teachers, Postsecondary
Library Science Teachers, Postsecondary
Licensed Practical and Licensed Vocational Nurses
Locker Room, Coatroom, and Dressing Room Attendants
Marriage and Family Therapists
Massage Therapists
Mathematical Science Teachers, Postsecondary
Medical and Public Health Social Workers
Medical Assistants
Mental Health and Substance Abuse Social Workers
Mental Health Counselors
Middle School Teachers, Except Special and Vocational Education
Nannies
Nursing Aides, Orderlies, and Attendants
Nursing Instructors and Teachers, Postsecondary
Architects, Except Landscape and Naval

(A)
Architectural Drafters
Art Directors
Broadcast News Analysts
Choreographers
Commercial and Industrial Designers
Cooks, Private Household

Craft Artists
Dancers
Desktop Publishers
Editors
Fashion Designers
Film and Video Editors
Fine Artists, Including Painters, Sculptors, and Illustrators
Floral Designers
Graphic Designers
Hairdressers, Hairstylists, and Cosmetologists
Interior Designers
Interpreters and Translators
Landscape Architects
Makeup Artists, Theatrical and Performance

(I)
MComputer Hardware Engineers
Computer Programmers
Computer Software Engineers, Applications
Computer Software Engineers, Systems Software
Computer Systems Analysts
Computer Systems Engineers/Architects
Coroners
Dentists, General
Diagnostic Medical Sonographers
Dietitians and Nutritionists
Economists
Electrical Engineers
Electronics Engineers, Except Computer
Engineering Teachers, Postsecondary erchandise Displayers and Window Trimmers
Psychiatrists
School Psychologists
Sociologists

(R)
Butchers and Meat Cutters
Cabinetmakers and Bench Carpenters
Camera and Photographic Equipment Repairers
Camera Operators, Television, Video, and Motion Picture
Cardiovascular Technologists and Technicians
Carpet Installers
Cartographers and Photogrammetrists
Cement Masons and Concrete Finishers
Cementing and Gluing Machine Operators and Tenders
Chemical Equipment Operators and Tenders
Chemical Plant and System Operators
Civil Drafters
Civil Engineering Technicians

(C)
Cashiers
City and Regional Planning Aides
Claims Examiners, Property and Casualty Insurance
Combined Food Preparation and Serving Workers,
Including Fast Food
Compensation, Benefits, and Job Analysis Specialists
Computer Operators
Computer Security Specialists
Correspondence Clerks
Cost Estimators

Costume Attendants
Counter and Rental Clerks
Court Clerks
Court Reporters
Credit Analysts

(E)
Advertising and Promotions Managers
Advertising Sales Agents
Agents and Business Managers of Artists, Performers, and Athletes
Air Traffic Controllers
Aircraft Cargo Handling Supervisors
Airfield Operations Specialists
Amusement and Recreation Attendants
Appraisers, Real Estate
Aquacultural Managers
Bartenders
Chefs and Head Cooks
Chief Executives
Compensation and Benefits Managers

Cohen
Assessment 2011

CPSY 615
Mental Status Class Activity

Pick one and role play

1.A adolescent who is abusing drugs and alcohol sent to the Counseling office by a teacher

2. An adolescent who is in a manic state and is complaining about a teacher and making threats

3. A student with depression who is sent to Counseling office because of failure to complete assignments.

4. A highly anxious adolescent who is freaking out about SAT's, college applications, grades, etc.

Cover the domains specified in a mental status exam and write a one paragraph summary.

1. Physical appearance, attitudes, and activity
2. Mood and affect
3. Thought processes
4. Cognition
5. Judgment and Insight

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CPSY 615: Agenda #2

June 11
1. Review/Test Construction
2. Multitrait multimethod assessment
3. Multicultural assessment

5 Ethical and Legal issues
6. Achievement Testing Presentation
7. Aptitude- Testing Presentation
8. Career Assessment Presentation

June 12- AM
1. IQ Testing Presentation
2. Neuro psych testing- Presentation
3. Executive Functioning -Presentation
4. Speech and Language- Presentation

June 12 PM
1. Behavioral Observations- Taking Data
2. Interviewing- Mental Status, Use of OARS, Negative Practice, Affirmations

3. Role play exercise- reviewing and interpreting standardized test scores with parent and student (STAR testing)

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Assessment 2011

CPSY 615 - Agenda #3

1. Review of a few articles
2. Interviewing
3. Personality- Objective and Projective Measures
4. Personality Disorders in the DSM V
5. Presentation: Depression
6. Presentation: Anxiety
7. Presentation: Behavior Disorders
8. Presentation: Autism Spectrum Disorders
9. Changes to DSM V
10. Exercises
    a. Review manuals
    b. Review test reports
    c. Review case studies
    d. Review competencies
11. Course Evaluations

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Assessment 2011

CPSY 615 - Decision Making- Expectancy Table

Using STAR Test Scores to predict whether students in special education will be able to succeed in a general education classroom. Only students who are proficient or above will be allowed to participate in general education classes.

	A	B	C	/	D	F
Far Below Basic (150-229)			1		1	2
Below Basic (235-299)			1			1
Basic (300-349)	1	1	3	/	1	1
	false negatives					
--						
Proficient (350-396)	1	1	1	/	2	
				false positives		
Advanced (397-600)	1	1				

Cohen
Assessment 2011

CPSY 615 - Review Test for Assessment

1. A student receives a score of 550 on the math section of the SAT's. Explain how you would interpret this score to this student in terms of the mean, mode, median for this test.

2. The SAT uses standard scores such that 500 is the mean. Explain to a parent what a standard score is.

3. If the mean is 500, what is the standard deviation?

4. How does knowing the standard deviation help you interpret the score of 550?

5. What percentile is the student's score and what does it mean?

6. What does the standard error of measurement tell you?

7. How does the standard error of measurement affect the use of cut off scores?

8. Explain the concept of false positives and false negatives

9. Explain the statement a test can be reliable but invalid but cannot be unreliable and valid. Be sure to explain the difference between reliability and validity

10. What does test retest reliability tell you about an instrument?

11. A psychologist examines the internal consistency of a test designed to measure self-esteem and notes that it is .35 (a low figure). What does this tell you about the test?

12. Explain the concepts of convergent and divergent validity and give an example

13. Is a test culture fair if it the same score on one test predicts different outcomes for members of different ethnic groups? Explain the concept of culture fair tests.

14. How does the process of establishing construct validity relate to developing a culture free test?

15. Behavioral observations are intrinsically reliable and valid because they require little interpretation. True or false. Explain

16. What is the difference between aptitude and achievement tests? Give an example of each.

17. Career interest inventories require little interpretation for test takers, as the outcomes are self-explanatory. True or False

18. Career Interest Inventories do not measure ability or aptitude, just interest in different career options. True or False? Explain

19. Intelligence tests have different subtests but most combine subtest scores to differentiate between two types of intelligence-what are these two scales?

20. Neuropsychological testing is designed to answer different questions about a student's functioning. What are two areas of functioning that are often assessed with this type of testing?

21. What is executive functioning? What childhood disorders are characterized by challenges in executive functioning?

22. What is working memory?

23. What is the difference between objective and projective personality measures? Give an example of each.

24. How does depression differ in children compared to adults? How might it be manifested differently in different cultures?

25. What are the two primary features of ADHD?

26. What is the difference between internalizing disorders and externalizing disorders?

27. What is one rating scale that is commonly used to measure a range of disorders in school children?

28. List three guidelines for the ethical use of tests

29. What is a primary characteristic of autism or Asperger's Disorders?

30. How does the presentation of depression in children differ from adults?

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Assessment 2011

CPSY 615

Instructions for Special Topics Presentation

1. Select an area of interest

2. Present theoretical and applied background for the construct
    - a. How is it defined?
    - b. How is it relevant?
    - c. What theoretical issues relate to the definition of construct?
    - d. How generalizable is it? Is it the same across cultures? settings?

3. Give an overview of the measurement of this construct
    - a. How has it been measured?
    - b. What instruments exist for measuring it?
    - c. How well has the field succeeded in measuring it reliably and with validity?

4. Present one instrument in detail providing the relevant information about its utility.
    - a. Describe the instrument and what it measures (scales, subscales, types of items, etc.)
    - b. Describe the process that was followed for test development
    - c. Describe the scoring and address the amount of subjectivity involved
    - d. Describe the norming sample
    - e. Describe the reliability and validity of the instrument
    - f. Describe how the scores can be used
    - g. Address the cost, time it takes to administer, and overall ease of use
    - h. Provide an overall evaluation of whether you would recommend it, for whom, or under what conditions

5. Provide a sample of the instrument if possible

6. Provide a handout with the basic information on the construct and test

* Include the above information with more detail and with an example of at least one study in a peer reviewed journal that used or evaluated the instrument for your final paper (5-7 pages).

Example: Depression
Definition- Has behavioral, physiological, cognitive, and emotional components
Relevant- affects functioning in all domains, interferes with school success, can be treated
Theoretical-Has been defined differently depending on theoretical orientation
Generalizable- developmental differences in manifestation, different types, cultural differences in presentation

CPSY 615: Other Assessment Class Exercises

1. Review manuals- BDI, Self-Esteem Index, PSI, State-Trait Anxiety Scale

- What does the test measure and when and for whom is it appropriate?
- What are the necessary qualifications for the examiner
- How was the test normed?
- What do the scores mean- what kind of standard score is used? What is the standard deviation? Cutoffs? What is the standard error of measurement?
- What cautions if any should be taken in using this test?
- Is information on the reliability and validity of the test provided?

2. Review completed student test reports

- What did you learn about the student from the test report?
- How can you use the information to help the student succeed at school
- What services do you think the student needs?
- What supports could you as the counselor provide to help this student succeed?

3. Sharing and explaining test results- STAR Testing
4. Case Conceptualizations- Casebook (reviewed examples in small groups and shared with class
5. Responsible Test Use- examples provided in a book by the same name. For the various testing concepts, students in small groups, reviewed the example and identified the errors if any in the selection, administration, scoring, interpretation, and decisions made based on the test results. Using the text as a resource, they identified which of the competencies for responsible test use were violated.

CPSY 616: Ethical Scenarios

Mindfulness and Flower Power

Langer, E. J. & Rodin, J. (1976). The effects of enhanced personal responsibility for the aged: A field experiment in an Institutional Setting. *Journal of Personality and Social Psychology, 34*, 191-198.

To explore the effects of decision making and responsibility on residents in a nursing home, Langer and Rodin gave residents a houseplant. Half of the residents were given the authority to make all the decisions about when and how much to water and how much sun to give to the plant. A second group was also given plants but told that the nurses would take care of them. Those in the second group were not encouraged to make decisions for themselves but were told that the staff was there to help them. The researchers used various behavioral and emotional measures to judge the effect of caring for a houseplant and having that responsibility. For example, participation in activities at the nursing home, how happy the residents felt and how alert and active the residents were. Clear and dramatic improvement was made in the group given more responsibility. They were more active, vigorous, and sociable than those in the comparison group. These results were still present during a follow-up eighteen months after the study. Physical health also improved at the 18-month follow up and participants in the treatment group tended to live several months longer. The groups were assigned based on which floor they lived on.

Prayer Effectiveness with Heart Surgery Patients

Krucoff, M. W., Crater, S. W., & Lee, K. L. (2006). From efficacy to safety concerns: A STEP forward or a step back for clinical research and intercessory prayer: The study of therapeutic effects of intercessory prayer. *American Heart Journal, 151*(4), 762-764.

Researchers in the Study of the Therapeutic Effects of Intercessory Prayer (STEP) sought to evaluate whether intercessory prayer or the knowledge of it would influence recovery after bypass surgery. STEP investigators enrolled 1802 bypass surgery patients from six hospitals and randomly assigned each to one of three groups: 604 patients received intercessory prayer after being informed that they may or may not receive prayers (Group 1); 597 patients did not receive prayer after being informed that they may or may not receive prayer; and 601 patients received intercessory prayer after being informed that they would receive it. The study also found that patients who knew they were receiving intercessory prayer fared worse; complications occurred in 59% of patients who were told they would receive prayer (Group 3), it was much lower for the other groups.

What are some ethical issues related these studies?

Ethics in Research notes

Confidentiality

Psychological and physical harm

Potential benefits must outweigh the potential for harm

Informed consent/parental consent

Voluntary participation

Deception

Inclusion of women and racial and ethnic minorities

Potential ethical considerations in schools?

CPSY 616 – Qualitative Methods

1. Case Study
    - Defining Features: detailed, in-depth analysis of a single case or multiple cases over time through the use of multiple sources (e.g., interviews, observations, audiovisual materials).
    - Collaboration: intense and in-depth relationship with individual (may be over time)
    - Presentation of results: Detailed description and discussion of themes, naturalistic generalizations, and assertions
    - Example:

2. Ethnography
    - Defining Features: research engages in prolonged observation and immersion in the daily lives of a group. The groups' behavior, customs, values, and interactions are studied in-depth and then are described and interpreted.
    - Useful for: Exploration of social identities, field notes relating observations, ideas, and experiences, diaries for personal reflections
    - Collaboration: Community members to confirm or disconfirm
    - Presentation of results:
    - Example:

3. Interview
    - Defining Features: constructivist approach concerned with the cultural contexts and shared meanings rather than individual affective states. It employs a highly focused intensive interview process that allows researchers to get in-depth information without repeated and prolonged involvement in the participant's life. The emphasis of this methodology is on "the self as an instrument of inquiry" (McCracken, 1998, p. 32).
    - Useful for:
    - Collaboration:
    - Presentation of results:
    - Example:

4. Narrative
    - Defining Features: central features include the "linguistic and structural characteristics of narrated text" and more recently the "meanings and relationships found in narratives as well as the social, historical, and cultural contexts of narratives" (Hoshmand, 2005, p. 179).
    - Useful for:
    - Collaboration:
    - Presentation of results:
    - Example:

5. Participatory Action Research
    - Defining Features: meaning is constructed between the researchers and the target population of the study in the PAR paradigm. PAR, however, also involves the study participants as integral research collaborators.
    - Useful for:

- Collaboration:
- Presentation of results:
- Example:

6. Focus Groups
    - Defining Features: small groups of ideally 3-8 people representative of a certain group (demographic, culture, experience, etc) to get their perspectives on a given topic. There is usually a set of questions which loosely guide the discussion.
    - Useful for:
    - Collaboration: have members from the group review the analyses to asses whether they were representative of discussion.
    - Presentation of results: usually thematic analysis.
    - Example:

7. Field Notes
    - Defining Features: similar to ethnography; naturalistic observation of
    - Useful for:
    - Collaboration:
    - Presentation of results:
    - Example:

8. Observations
    - Defining Features:
    - Useful for:
    - Collaboration:
    - Presentation of results:
    - Example:

9. Document Analysis
    - Defining Features: also called “secondary analysis;” consists of reviewing documents such as school records,
    - Useful for:
    - Collaboration:
    - Presentation of results:
    - Example:

10. Projective Techniques
    - Defining Features: provide the participant with an open-ended task in which the individual will project meaning onto the task.
    - Useful for:
    - Collaboration:
    - Presentation of results:
    - Examples:
        i. Story or sentence completions:
        ii. Pictures:

CPSY 616 - Description of Quantitative Methods

Counselor as Researcher

Survey Design

- Types of Surveys:
  - Cross-Sectional: one or more samples or populations at one time (e.g. give students, teachers, Board members the same survey or different surveys)
  - Longitudinal: same group of subjects over a specific length of time (e.g. give the same survey every 3 monTHS to measure change)
  - Internet based (e.g. place a survey on the internet and collect data via the web)

Steps for developing a survey:

1) Define the purpose and objectives
   a. Define the construct you wish to measure (e.g. Love)
   b. What are the main components/features of your construct? (e.g. Commitment, Passion, Intimacy)
   c. Design questions that match each component.
2) Identify target population
   a. How would the wording be tailored to that group (e.g. for young kids make sure they understand the wording, etc).
3) Choose an appropriate survey method: written, telephone, personal, web-based
4) Word questions carefully: lay language, short and simple, grammatically correct, non-biased or not leading, scale is easy to interpret/intuitive; consistent wording and leading phrases; not double barreled (e.g., "the principal is accessible and responsive")
5) Design the survey
   a. You can have open-ended questions (e.g. "How involved are you with your children's schooling?)
   b. Or close-ended questions (e.g. "On a scale from 1-10 rate how helpful the Program was to your decision to go to College?")
6) Develop directions
   a. Be clear and brief. See LOVE scale example:

Example: Please use the scale below to rate each of the following statements on how characteristic each statement is in your own life for one specific relationship (for example, mother, father, sibling, lover/spouse, best friend, etc.). Place the rated score in the blank space to the left of each item.

1	2	3	4	5	6	7	8	9
not at all		*somewhat*		*moderately*		*quite*	*extremely*	

Relationship: ______________

Pre-post/Program Evaluation:

1) Pre-post Program Evaluations (also called "outcome evaluations") seeks to determine whether the program is associated with any changes on a given set of measures.
2) Example hypothesis: Students scores on anxiety will be significantly lower after the implementation of a peer mentoring program, when compared to scores at pre-test.
3) Consider possible alternative explanations for the findings:

  - Were the findings based on the Program or could they have been influenced by the school setting, the Program facilitator, other outside events, etc. How do you know your results were because of the success (or failure) of the Program?

Experimental design (you may wish to keep it simple--treatment and control)

1) Experimental design is the only type of research which can make claims about causality.
2) Treatment group: will receive the program, intervention, etc whose outcomes are being tested.
3) Control group: should be comparable to the Treatment group in terms of demographics; serves as a baseline for comparison with the treatment group; do not receive treatment.
4) Here are some examples:

- *Single-Group Pretest-Posttest Design:*
  - Group A → Pretest O → Treatment X → Posttest O
- *Randomized-Groups Post-Test Only Design:*
  - Random Assignment of Treatment:
    - Example 1 (One group receives treatment):

      Group A → Treatment X → Posttest O

      Group B → Posttest O

    - Example 2 (Both groups receive treatment)

      Group A → Pretest O → Treatment X1 → Posttest O

      Group B → Pretest O → Treatment X2 → Posttest O

  - Educational experiments usually use this design of a comparison group (rather than control) because of limited resources and time to work with students. There are also ethical implications for withholding services or a program from students.

-*Random Assignment:* each subject has the same probability of being in either the treatment or comparison or control group. The purpose is to equalize the characteristics of the subjects within each group.

- *Randomized-Groups Pretest-Posttest Design*
    - Group A → Pretest O → Treatment X1 → Posttest O

      Group B → Pretest O → Treatment X2 → Posttest O

Descriptive Statistics

Descriptive statistics transform a set of numbers into indices that summarize the characteristics of a sample.

- Frequency of scores: shows a count of scores. Can be mapped out using histograms.
  - EXAMPLE: The amount of hours school counselors spend doing group counseling in a week.
- Percentages

  - EXAMPLE: The percent of parents who attend monthly parent-teacher meetings
- Measures of Central Tendency: Mean, Median, Mode
  - EXAMPLE: The mean amount of money allocated to school counseling program each year over 5 years.
  - EXAMPLE: The mean GPA for students who have completed the Puente Program

CPSY 616: COUNSELOR AS RESEARCHER
Professor Christine Yeh
Summer 2007

Assignment 1: Specific steps and guidelines (from McMillan, 2004)

Write a 5 page paper (including references) describing the research topic you would like to propose. In this paper, include the following:

a). What is the topic?
TITLE: The title succinctly tells the reader something about the topic and population involved
RESEARCH PROBLEM/QUESTION: A research question is comprised of one or more sentences that indicate the goal, purpose, or overall direction of the study.

Examples of Research Questions:
(1) What is the relationship between involvement in school peer culture and student math achievement among 10 graders?
(2) Is there a difference in academic achievement motivation between homogeneously and heterogeneously grouped high school students?
(3) Do high school counselors in comparison to middle school counselors use different counseling strategies when working with conflict resolution?
(4) Do high school students who participate in a 6 week program on applying to colleges have higher scores of Career Self Efficacy than students who do not participate in the program?

b). Why did you chose this topic? How does this relate to your personal and professional experiences as a school counselor or in general?

Describe why you selected this topic. This may be related to Personal and Professional Interests and Experiences (i.e., School counselors encounter problems daily that may lead to researchable questions; personal experiences working with a particular group, etc). You may be researching something that is personally meaningful to you (i.e. What are some specific counseling strategies that School Counselors use when helping male high school students with the Coming Out process?) or something that relates to your recent work experience (What is the relationship between School Counselor's multicultural training and their perceptions of racist experiences among high school clients?).

Why is this an important topic?
Your research topic/question is presented in your introduction (this is the first paragraph which also states your topic area). You provide a brief rationale for the study which situates it in the larger context of a social concern. You state the importance of this work.

Example of INTRODUCTION/RATIONALE (McMillan, 2004, p. 18):

> "The underrepresentation of women in scientific professions has become a national concern. This concern has resulted in a variety of studies designed to identify gender differences that may contribute to the dearth of females in the scientific pipeline (see Oakes, 1990). It has been proposed that the attitude of girls toward science is one factor that influences the

> decision of girls to participate in science, as well as their achievement in science. Important attributes of attitude formation, for girls, appear to be the perceived usefulness of the science being learned, confidence in learning and doing science, interest in people, and a liking of science (Oakes, 1990).

c). What are your biases, assumptions, hypotheses if any related to this topic?

In research, investigators cannot be separated from the research process: they are inextricably linked.

BIASES/ASSUMPTIONS "refer specifically to personal matters that make it difficult for the researcher to be objective when reacting to the data. They may stem from a variety of places including demographics, theoretical orientations, and feelings about the topic (Yeh & Inman, 2007, p. 377)."

Example of writing about BIASES: This is from a research study I conducted on Korean immigrant high school students cultural adjustment experiences (Yeh, et al 2005).

> "Before collecting the data, the research team members noted their *biases* and *assumptions* regarding the possible findings. We discussed these biases to allow us to be more aware of how they might affect the data analysis (Hill et al 1997). Biases included believing that participants might not feel open to sharing difficult experiences related to coming into a new cultural context because many of the researchers perceived Asian youth to be private about discussing difficult topics. Another bias included the expectation of intergenerational family conflict because some of the researchers had that experience in their own lives (p. 174)."

HYPOTHESES …"are an investigator's (your) educated "guesses", tentative expectations, or predictions of what your results may show. It is a conjectural statement of the researcher's expectations about how the variables in the study are related (McMillan, 2004, p. 40)."

Examples of HYPOTHESES:
(1). Fifth grade students participating in a computer-aided mathematics lesson will demonstrate higher achievement than students using a traditional paper-and-pencil lesson.
(2) Parents who attend meetings with school counselors are likely to have children who demonstrate stronger commitment to engaging in school activities than parents who do not participate in such meetings.

Your hypotheses should be related to your research question. This hypothesis will be formed based on personal hunches, experience, and review of the literature/documents.
Example of QUESTION AND RELATED HYPOTHESIS:

RESEARCH QUESTION: Is there a difference in achievement scores between students who are given highly detailed written comments on their work compared to students who are given grades only?

RESEARCH HYPOTHESES: Students receiving highly detailed written comments on their work will show higher achievement scores than students who are given grades only.

d). Review at least 3 research studies related to this topic. What are the main topic areas? Include 2 additional sources of information (i.e. website, relevant document, personal communication, fieldnotes, etc).

LITERATURE REVIEW: The purpose of this review is to provide an important link between existing knowledge and the research problem being investigated (your question).

- Use KEY TERMS to conduct your search (i.e. "math achievement", "vocational education program").
- Identify appropriate journal databases (I am assuming you have done this for other classes). Here are some examples:
    - Adolescent mental health abstracts
    - Educational technology abstracts
    - ERIC Clearinghouse on Assessment and Evaluation
    - PSYCHINFO

STEPS for writing review: SUMMARY, ANALYSIS, RELATE

(1) Provide a brief summary of the articles/documents
(2) Analyze the studies. The analysis is important because it suggests that you are not simply accepting the studies as credible; you are examining the methodology of the studies critically to make better judgments about the contribution of the results.
(3) State explicitly how the reviewed study is related to the present research question. A critical examination enables you to show the relationship of the proposed or current study to previous literature. This step is essential for the results to contribute to our knowledge. It also generates many good ideas that will improve subsequent research.

I have examples in the Counseling office if you want them in advance. I will handout examples in class.

CPSY 616: COUNSELOR AS RESEARCHER
Professor Christine Yeh
Summer 2007

Assignment 1: Specific steps and guidelines (from McMillan, 2004)

STEPS for writing review: SUMMARY, ANALYSIS, RELATE

(4) Provide a brief summary of the articles/documents

(5) Analyze the studies. The analysis is important because it suggests that you are not simply accepting the studies as credible; you are examining the methodology of the studies critically to make better judgments about the contribution of the results.

(6) State explicitly how the reviewed study is related to the present research question. A critical examination enables you to show the relationship of the proposed or current study to previous literature. This step is essential for the results to contribute to our knowledge. It also generates many good ideas that will improve subsequent research.

CPSY 616: COUNSELOR AS RESEARCHER

Professor Christine Yeh
Summer 2011

Assignment 2: Research Proposal and Presentation
Due Saturday June 25th (you will have a 1 hour work session the night before)

Write a 5-7 page paper (including tables, references, handouts) describing your research proposal (or actual project). The total pages are in addition to the previously written assignment so you will submit a 10-14 page paper total (you may go over). If you are working with a partner, you will submit ONE paper together. You will integrate your previous papers into one so it flows. In this paper include the following:

a). Any additional relevant background information, research studies, helpful statistics on the topic to provide background information and strengthen your rationale for conducting this research.

b). Method (see additional handouts on Qualitative and Quantitative methods)
How would (or did) you go about studying this topic? What methods would you use and why? You will select at least 2 methods (one quantitative, one qualitative). If you are working with a partner, select three methods (unless you have preexisting data).

Describe the methods you will be using (one Qualitative and one Quantitative if alone).

- What will these methods help you uncover?
- What are the benefits and limitations of the methods that you chose?
- Make sure you are clear about:
  1) *Sample:* Who will be involved in the research? Describe the sample that will participate in your research (e.g., sex, age, grade-level, race, ethnicity, socioeconomic status, geographic location). Provide a justification for studying this particular population and explain any expected over/under representation of any groups. For example:

> "For this research project, the sample will consist of approximately 100 seventh-grade students at Johnson middle school in San Francisco. There will be approximately 50% males and 50% females. The study will focus on low-income Samoan immigrants, reflecting the demographic make-up of the area and the research question's specificity to the experience of Samoan immigrants. Students in other grade levels, or who are not Samoan will be excluded from the study.

2) *Procedure:* Describe the procedures for collecting data. For example:
"The survey will take approximately 30 minutes to complete. It will be distributed to students during their lunch hour."

"The series of three interviews, lasting approximately 45min-1 hour each, will be conducted in Spanish. The transcripts will then be translated into English and back-translated into Spanish to assure integrity of the translation."

> "As part of the ethnographic study, the investigator will observe the class for a three hour block of time, three days a week for a three month period."

c). Hypotheses, preconceptions.

See Part C in Assignment 1. You may or may not revise your hypotheses based on your literature review.

d). Give a descriptions and sample of your data collection strategies such as:

- Interview protocol with at least 10 sample questions
- Survey with at least 10 survey questions
- An existing survey that you found in the literature or from other sources (e.g., a questionnaire that you came across, etc).
- Focus group questions (at least 10 questions)
- A simple experiment description
- A description of an ethnographic approach
- A description of a case study approach (for example, which case would you select, how would you select this, what you would look at, other sources of information about case, etc)
- If you are evaluating a Program, how would you do this?

If you have data, analyze and provide a description and brief summary of at least one of your results using a table (see Making Data Work for examples)

*I AM NO LONGER REQUIRING YOU TO WRITE A DISCUSSION OF YOUR FINDINGS.

e). Briefly describe how you would disseminate this information.

- Who will be the main consumers of your findings?
- How would you present the findings of your research in a way that is accessible to your target audience?
- Address the possible benefits and limitations of your method.

f). What are the implications of your study for future school counseling intervention and research?

*I AM NO LONGER REQUIRING A ONE PAGE SUMMARY SHEET BUT WILL WORK WITH YOU ON THIS SEPARATELY.

f). Full reference list APA style

CPSY 616: Counselor as Researcher

RANDOM ASSIGNMENT IN EXPERIMENTAL DESIGN

Deck of Cards Exercise:

1). Shuffle deck of cards, deal the cards into two piles (26 cards in each)--treatment and control groups
2). Separate the red from black cards (you can think of them as men and women)
- How many women and men are in each group?
- Are the treatment and control groups approx equivalent?

3). Then divide cards into hearts diamonds, clubs, and spades. (think of as freshmen, sophs, jrs, srs)
- Count how many are in each group
- Are the treatment and control groups approx equivalent in terms of grade level?

4). Sum the value of the 26 cards (1 for ace and 10 for face cards) obtain a mean value by dividing each sum by 26.
- Are the treatment and control groups approx equivalent?

Now do the same exercise but only deal 10 cards.
Did this random assignment create equivalent treatment and control groups?

CPSY 616: Grant Writing Proposal Basics

Note that when a brief proposal or letter is specified, you want to try to hit most of these points as well - only in a more abbreviated way.

1. Cover Letter
    - No more than one page.
    - Organization (who you are and your background briefly), purpose of funding, and the amount of your request should appear in the first paragraph.
    - Include a contact name, phone number and address.
2. Proposal Summary
    - Limit to one page.
    - State the organization making the request and link organizational background to the proposal purpose.
    - State your project purpose.
    - Briefly state how your project will be implemented.
    - State the results you expect from your project.
    - Include your total budget amount, other funds that are committed and the amount of your request.

    90% of funding decisions by private donors and foundations will be made by the time the funder finishes reading this page. It must be concise, compelling, and clear!

3. Introduction to the Organization
    - History
    - General Purpose
    - Goals and objectives as they relate to this project, and in overview, as they provide a context for the work you want to undertake.
    - Accomplishments, especially as they relate to this project or to your capacity to provide this project.
    - Service areas and population served.
4. Statement of Problem or Need
    - Use a funnel approach.
    - Start with the generalized problem as it occurs in your community.
    - Move to the conditions which make this a problem.
    - Outline current resources that address this problem and identify gaps in those resources.
    - Identify how your proposal will fill these gaps.
5. Project Goals and Objectives
    - What specific goals are you trying to achieve?
    - What measurable milestones will you reach in meeting those goals?
    - How will you and the funder know that you are making progress towards your goals?
6. Methods and Schedule
    - What actions will you take to achieve your goals?
    - What steps must you take to achieve success?

  - Who will do what? (Include here job descriptions and background statements of staff or the qualifications you will seek in staff for the project. This is true even if "staff" will actually be volunteers.)
  - When will these actions take place?
7. Evaluation Criteria and Process
   - How will you know whether you are achieving your goals?
   - What will you measure to evaluate your progress?
   - What records and information will you keep to allow you to measure your progress?
8. Budget
   - More detail is better than less.
   - Don't round out if possible. Use bids and estimates whenever you can get them - even if they are informal quotes.
   - Don't pad your budget. Competent reviewers will know the cost of goods and services, and will understand prevailing wages. If they know you are trying to deceive them on budget, what else will they suspect you of trying to deceive them about?
   - Do include all sources of support - including volunteer time, donated space and borrowed equipment. Don't shortchange the contribution your community is making to your project.

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http://www.seanet.com/~sylvie/grants.htm

CPSY 616: Counselor as Researcher

Fieldnotes

Fieldnotes are written accounts of what occurred during observation sessions. They are detailed descriptions of what has taken place. Below are some specific areas to address:

1. *Who is being observed* – appearance, dress, mannerisms, style of talking and acting, and how are they related
2. *What is being said* – use direct quotes as much as possible, record gestures & facial expressions
3. *Where* is the group or scene located and description of the setting – use drawings to indicate where furniture, objects, people are
4. *What is going on* – who is involved, in what manner, and what is the nature of the action
5. *Describe the activities* - detailed descriptions of behaviors/interactions in sequence; when does the group meet or interact
6. *What is the observer doing* –dress, actions, conversations with participants

Observer Comments

Observer comments are your subjective reflections of the analysis. The goal is to help you do a better study and document your own relationship to the setting or participants. The reflections include comments about:

1. *Analysis* – what are you learning, what themes and patterns are emerging
2. *Method* – decisions made about the method and design, problems with a subject or other aspect of the study and how you dealt with it
3. *Ethical dilemmas* and conflicts
4. *Own frame of mind* and assumptions and biases and anticipations of what will occur
5. *Points of clarification* - e.g., questions that need more data to answer, clarifying earlier mistakes.

CPSY 616
Interview Activity

The Interview (Kvale, 1996)
The research interview should feel like a conversation between 2 individuals about a topic of interest. The interviewer should try to make the interviewee feel comfortable to talk freely. The interviewer is responsible for steering and defining the conversation.

Prior to the interview, it is important to know the what, why and how of the interview:

- acquire a basic knowledge of the participant matter (for example, racist encounters)
- formulate a clear purpose for the interview and specific areas you want to prioritize in terms of asking questions
- Start with briefing the interviewee and end with a debriefing in which he or she can pose further questions

Types of interviews:
Conversational Informal interview: no structure free flowing and spontaneous. It feels as if two people are just sitting and discussing a topic.
Semi-structured: Organized around a series of open ended questions, follow-up and probing questions to expand on the idea.
Structured: A specific list of questions that are asked in a specific order. Limited flexibility and few to no follow-up questions.

If you want to categorize the answers it is best to continually clarify these categories during the interview. If you want to obtain a narrative it is better to let your participants talk freely and ask them follow-up questions. Try to keep the flow of the conversation going, keep your questions brief and simple and listen actively.

Quality Criteria for an Interview (Kvale p. 145)
a. The extent of spontaneous, rich, specific, and relevant answers from the interviewee.
b. The shorter the interviewer's questions and the longer the interviewer's answers, the better.
c. The degree to which the interviewer follows up and clarifies the meanings of the relevant aspects of the answers.
d. The interviewer attempts to verify his or her interpretations of the participant's answers in the course of the interview.
e. The interview is 'self-communicating' – it is a story contained in itself that hardly requires much extra descriptions and explanations.

Types of interview questions with examples (Kvale p. 133-135)
a. Introducing questions: "Can you tell me about….?", "Do you remember an occasion when…?" "What happened during the episode at school when?",…

b. Follow-up questions: Direct questioning of what has just been said, nodding, "mm", repeating significant words, ….These questions are often determined by the previous question.

c. Probing questions: “Could you say something more about that?”, “Can you give a more detailed description of what happened?”, “Do you have further examples of this?”,…

d. Specifying questions: “What did you think then?” What did you actually do when you felt a mounting anxiety?”, “How did your body react?”,…

e. Direct questions: “Have you ever received money for good grades? When you mention competition, do you then think of a sportsmanlike or a destructive competition?”

f. Indirect questions: Projective questions such as ‘How do you believe other students think about the competition of grades?”

g. Structuring questions: indicating when a theme is exhausted by breaking off long irrelevant answers: “I would now like to introduce another topic:…”

h. Silence: By allowing pauses the interviewees have ample time to associate and reflect and break the silence themselves.

i. Interpreting questions: “You then mean that….?” “Is it correct that you feel that…?”Does the expression…. Cover what you have just expressed?”

Six steps of analysis

1) Participants describe their lived world during the interview

2) Participants themselves discover new relationships during the interview, see new meanings in what they see and do.

3) The interviewer, during the interview, condenses and interprets the meaning of what the interviewee describes and ‘sends’ the meaning back, ideally until there is only one possible interpretation left or the multiple understandings of a theme by the participant are known.

4) The transcribed interview is interpreted by the interviewer, either alone or with other researchers. The material is first structured. Then follows clarification by for example eliminating digressions and repetitions and distinguishes between the essential and the non-essential. The analysis proper involves developing the meanings of the interviews, bringing the participants’ own understanding into the light as well as providing new perspectives from the researcher on the phenomena.

5) A re-interview. The participants get the opportunity to comment on the interviewer’s interpretations as well as elaborate on their own original statements.

6) A possible sixth step would be to include action. Participants begin to act from new insights they have gained during the interview.

CPSY 617: Consultation with Schools
Summer 2011

ASSIGNMENTS

1. **CBO Connections (due June 10/11)**:
   - Select a CBO that has collaborated with your school or an agency in your community that you are interested in learning more about
   - Research the CBO by reviewing their web site, written materials, interview an agency representative by phone or in person
     - what is their role in the agency
     - mission of agency
     - how are they funded
     - primary services offered
     - how to make referral
     - experience/history of collaboration with schools (what worked, challenges, future plans/ideas)
   - Write-up your findings (not more than one page) and attach any materials/information about the agency
   - Present your CBO to the class

SELECT EITHER #2 OR #3

2. **Guidance Curriculum Review & Presentation (due June 24/25)**:
   - Guidance curriculum and programs usually require system-wide planning and implementation, and are intended to result in system-wide change
   - Select a guidance curriculum/program
     - Second Step
     - Toward No drugs Abuse (TND)
     - Too Good for Drugs/Too Good for Violence
     - Project Alert
     - Tribes
     - Caring School Communities
     - PAXIS Good Behavior Game
     - Brief Intervention Sessions (BIS)
     - Creating a college bound culture
     - Any other of your choosing
   - Research and review your selected curriculum
   - Write a one page summary of the curriculum
     - Name
     - Purpose/goals
     - Intended audience
     - Effectiveness
     - Training required to implement
     - Implementation strategies (classroom presentations, small group work, etc.)
   - Present your curriculum to the class (about 3 minutes)

3. **Educational Governance Paper & Presentation (due June 24/25)**:
   - Demonstrate your understanding of administrative law (state and federal), school board policy, and common practice (what we actually do in practice). Select a topic to research the following
     - federal or state law governing issue, if any. Cite law by number, and copy or summarize the language of the law
     - what is the school board policy governing this law/issue , if any. Cite regulation by number and copy or summarize the board policy
     - describe how this law is interpreted and implemented in your school; common practices in your school site
     - describe benefits and obstacles to implementing the policy
     - is there a need for policy change/updating
     - how is the policy communicated to all stakeholders (e.g. students, parents, etc.)
   - Paper not more than 2 pages
   - List of topics for research
     - issues of sexuality and reproduction (e.g. sex/abstinence education, pregnancy/STD testing, access to birth control, abortion counseling and services during school hours, confidentiality vs. parent right to know)
     - Course level/placement issues (e.g. teacher recommendation vs. parent/student demands, level change authorization, "right to fail", Equity of AP course offerings, etc.)
     - Concurrent enrollment/alternative placement (e.g. community college, independent study, home school, continuation schools, residential treatment centers, etc.)
     - Retention policy (e.g. mandated vs. recommended retention, remediation rights and opportunities, grade designations by credits or age, etc.)
     - Exams (e.g. CAHSEE, CHSPE, STAR, etc.)
     - Confidentiality (access to CUM files, personal file keeping, mandated reporting, court subpoenas, etc.)
     - CPS reporting (time mandates, record keeping, shared confidences, CPS access to students, parental notice by school staff, etc.)
     - Bilingual, monolingual or English only instruction
     - 504
     - Sexual Harassment/Discrimination
     - Student Searches
     - Discipline Practices
     - Bullying/Cyber-bullying
     - Truancy
     - Hate Violence/Slurs
     - Any other topic of your choosing
   - Present issue and findings to the class (about 3 minutes)

4. **Systems Consultation/School Reform Literature Review Paper & Presentation (due June 25)**:
   - Select an article, research publication, book chapter to review on the topic
   - Write summary of the literature (not more than two pages) with a copy of the article attached
   - Present your summary to the class (about 3 minutes)

CPSY618 Law and Ethics

INDIVIDUAL OR GROUP ASSIGNMENT 100 pts.

Due November 5 or November 19, 2010

Conduct a literature search on the ethical issues and legal mandates/statutes (law) affecting school counselors on a student concern of interest and choice. Discuss the legal and ethical procedures to consider while creating a plan to help the student succeed and help students learn and enhance their ethical standards. Write a minimum five-page paper for presentation to the class. You may want to use Chapter components (*Getting Started: What Would You Do?; Working Through Case Studies; Making Connections)* and any of the articles/handouts discussing the legal and ethical issues presented and the benefits to school counselors. Your critical analysis and synthesis should be reflective and responsive of your honest and authentic thinking process. Reference your research and literature search in APA writing style. Use at least three (3), current sources **per group member** within the last five years. When referencing legal statutes, you may go back as far as legislation and law was implemented. Also, each chapter culminates with a **References** list that may inspire your research.

There will most likely be 6 group presentations, and therefore, 3 groups will present and turn in papers on Nov. 5, and the other 3 groups will present and turn in papers on Nov. 19. I will first ask for volunteer groups to go on the first due date, but if there aren't three, then we will use a drawing of dates.

A suggested outline to use when writing and presenting your research paper is as follows:

I. Literature Search and Review of the Research

II. Ethical Considerations and Implications: Guidelines for what Professional School Counselors need to know and do.

   A. ASCA Ethical Standards (**2010**) – What Ethical Codes does your topic address? Again, your text models this requirement at the beginning of each chapter; however, they are referenced from the 2004 version. You may also reference ACA Code of Ethics (2005) when relevant to your topic.

   B. CA Standards for the School Counseling Profession should also be applied and integrated into your paper.

III. Legal Mandates, Statutes, and Law which is the foundation and/or precedents in which your topic is embedded and defines Professional School Counselors best practices. Please note that your text will not be considered as one of your references, but offers excellent legal information, especially through current websites on legal resources.

IV. Presentation of your paper needs to involve every member of your group of not more that 30 minutes in time. This is excellent practice for Professional School Counselors who are leaders and advocates in educational reform and school policies as well as responsible for delivery systems (large group guidance curriculum, for example). I have attempted to model presentation styles through our class PowerPoint presentations, case discussions, small group activities, role plays, etc. As a group, you will decide, your style of presentation and engage the class in participation. Please prepare a minimum 2-page outline of your presentation for each member of the class, which will include the last item;

V. References: List all references used in your paper and presentation (APA format).

CPSY618: Law and Ethics

Class Assignment

GROUP DRAMATIZATION OF SCENARIO 50 pts.

Due October 15, 2011

Role play and discuss the counselor's liability-legal and ethical issues of the following situation: About 30 minutes after the dismissal bell rang on Friday, a counselee reported to you that a group of students were meeting in Lincoln Park today at 4:00 for a big fight. "Someone is going to be hurt because they will have weapons." You didn't think anymore about it and went home for the weekend. Several students suffered serious injury requiring medical emergency services-a broken arm, a 3-in. gash on the head, and wounds back of the hip area. As you enter the school building on Monday, parents, relatives, district personnel, and regular city police officers are waiting to see you.

Please form 4 groups of 5 people and 1 group of 6. Meet in your groups to plan your role play/dramatization to be performed in class. The sky's the limit in how creative you may be to include props, costumes, scenes, etc. Please remember to base your skit on the legal and ethical best practices for PSCs in any given scenario involving the threat of potential violence. Most importantly, have fun in your learning and practice with one another. There is no time limit, other than I don't think any group would run over 15 min. in their live dramatization

CPSY618: Law and Ethics

Case Scenarios

Ethical Counseling in Schools

Case Example #1

Sara, age 15, comes to you in a crisis over fears of possible pregnancy. Sara is afraid to inform her parents about her situation and requests counseling regarding her options. As a school counselor, you have concerns about her health, future, and family's lack of involvement. **What is the best course of action?**

Case Example #2

John, age 18 and about to graduate from high school, discusses with you in counseling that he has tested HIV+ as a result of intravenous drug use. He is concerned about the possibility of his girlfriend (not a student at your school) contracting HIV from their sexual activity, but says he will not tell her because he is not sure of degree of risk involved and because he sincerely does not want to lose her. **Do you have a duty to warn?**

Group Activity #1:

As a counselor, how will you determine what is ethical and what is unethical? How will you develop your guidelines for ethical practice? **Make a list of behaviors that you judge to be unethical. Explore your list with your fellow students in your group.**

Group Activity #2: **Look over Ethical Standards.**

- What are your impressions of these standards?
- To what degree are they complete?
- To what degree do they provide you with needed guidelines for ethical practice?
- What are the values of such standards?
- What limitations do you see in them?
- What do the various standards have in common?

CPSY 618 Confidentiality Self Inventory

Directions: For each statement, indication the response that most closely identifies your beliefs and attitudes. Use the following code.

5 = I *strongly agree* with this statement.
4 = I *agree* with this statement.
3 = I am *undecided* in my opinion about this statement.
2 = I *disagree* with this statement.
1 = I *strongly disagree* with this statement.

___ 1. I worry a lot about what to tell my students about confidentiality.
___ 2. There are no situations in which I would disclose what a student told me without the students permission.
___ 3. Absolute confidentiality is necessary if effective counseling is to occur.
___ 4. If I were working with a student whom I had assessed as potentially dangerous to another person, it would be my duty to warn the possible victim.
___ 5. Once I make an assessment that a student is suicidal or at high risk of carrying out self-destructive acts, it is my ethical obligation to take action.
___ 6. Counselors should make it more difficult for suicidal persons to reject responsibility for deliberately taking their own lives.
___ 7. If a suicidal student does not want my help or actively rejects it, I would be inclined to leave the person alone.
___ 8. As a helping professional, it is my responsibility to report suspected child abuse, regardless of when it occurred.
___ 9. The reporting laws pertaining to child abuse sometimes in effect prevent counseling from taking place with the abuses.
___ 10. I think reporting child abuse should be left to the judgment of the counselor.
___ 11. To protect children from abuse, strict laws are necessary, and professionals should be penalized for failing to report abuses.
___ 12. In the effort to protect children from child abuse, sometimes what is legal may not be ethical.
___ 13. If my student is HIV-positive, I have a duty to warn all person's identifiable sexual partners if my student refuses to disclose his/her HIV status.
___ 14. In counseling HIV-positive students, I would be inclined to maintain confidentiality because failing to do so could erode the trust of my students.
___ 15. If an HIV-positive student refused to disclose his/her status to a partner, I would explore with my student the reasons for not doing so.

CPSY 618: Professionalism
Group Activity

Small Group Activities:

1. Explore your reasons for going into a helping profession. This is a basic issue, and it is one that many students have trouble putting into concrete words. What motivated you to seek this type of work? What do you think you can get for yourself? What do you see yourself as being able to do for others?

2. Share your own anxieties over becoming a counselor? What can you learn about yourself from a discussion of these anxieties?

3. Take turns briefly stating the personal and professional qualities that you can offer people. Who has the right to counsel anybody? Ask other group members for feedback. Afterward, explore any self-doubts you have concerning your ethical right to counsel others.

4. Explore the issue of how willing you are to disclose yourself to your students. Discuss the guideline you would use to determine the appropriateness of self-disclosure. What are some areas you would feel hesitant about sharing? How valuable do you think it is to share yourself in a personal way with your students? What are some of your fears or resistances about making yourself known to your students?

5. Discuss some possible causes of professional burnout. Then examine specific ways you would deal with this problem. After you've explored this issue, make a list of the causes and solutions that your groups have come up with.

6. Discuss your views about forming social relationships with students during the time they're counseling with you? After they complete counseling?

7. What guidelines would you employ to determine whether non-erotic touching was of benefit to the student or not? Would the population you work with make a difference? Would the work setting make a difference? How confortable are you in both receiving and giving touch? What are your ethical concerns about touching?

Reflection Questions 1:

1. How can I know when I'm working for the student's benefit and when I'm working for my own benefit?

2. How much might I depend on students to tell me how good I am as a person or as a counselor? Am I able to appreciate myself, or do I depend primarily on others to validate my worth and the value of my work?

3. Do I always feel inadequate when students don't make progress? If so, how could my attitude ad feelings of inadequacy adversely affect my work with students?

Reflection Questions 2:

1. Suppose that you are expecting a rough time in your life. You feel unresolved anger and frustration. Your home life is tense, and you're wrestling with some pivotal decisions about what you want to do the rest of your life. Perhaps you are having problems with your students or your partner. You may be caught between fears of loneliness and a desire to be on your own, or between your fear of and need for close relationships. Can you counsel others effectively while you're struggling with your own uncertainty?

2. Because you'll have difficulty staying with a student in an area that you're reluctant or fearful to deal with, consider what present unfinished business in your own life might affect you as a counselor. What unresolved conflicts are you aware of, and how might these conflicts influence he way you counsel others?

Reflection Questions 3:

1. Is my personal life satisfying and rewarding? Are my relationships what I want them to be?

2. To what degree am I taking care of myself, both physically and emotionally?

3. Would I be willing for other counselors I respect to know about my professional conduct and decisions? Am I willing to express my vulnerabilities through consultation and supervision?

4. Can I acknowledge and disclose my mistakes? Am I willing to acknowledge my limitations in my professional role?

CPSY 618 - Self-Assessment: An Inventory of Your Attitudes and Beliefs about Professional and Ethical Issues

This final inventory surveys your thoughts on various professional and ethical issues in the helping professions. The inventory is designed to review issues and topics that were presented in this course and to compare your thoughts and interest. For each question, circle the letter of the response that most clearly reflects your viewpoint at this time. In many cases, the answers are not mutually exclusive, and you may choose more than one response if you wish. In addition, a blank line is included for each item so you can provide a response more suited to your thinking or qualify a chosen response.

1. The personal characteristics of counselors are
    a. not really that relevant to the counseling process.
    b. the most important variable in determining the quality of the counseling process.
    c. shaped and molded by those who teach counselors.
    d. not as important as the skills and knowledge the counselors possess.
    e. ____

2. Which of the following do you consider to be the most important personal characteristic of a good counselor?
    a. willingness to serve as a model for students.
    b. courage.
    c. openness and honesty.
    d. a sense of being “centered” as a person.
    e. ____

3. Concerning counselors’ self-disclosure to their students, I believe that
    a. it is essential for establishing a relationship.
    b. it is inappropriate and merely burdens the student.
    c. it should be done rarely and only when the counselor feels that it would be of benefit to the student.
    d. it is useful for counselors to reveal how they feel toward their students in the context of counseling sessions.
    e. ____

4. Of the following factors, which is most important in determining whether counseling will result in change?
    a. the kind of person the counselor is.
    b. the skills and techniques the counselor uses.
    c. the motivation of the student to change.
    d. the theoretical orientation of the counselor.
    e. ____

5. Of the following, which do you consider to be the most important attribute of an effective counselor?
    a. knowledge of the theory of counseling and behavior.
    b. skill in using techniques appropriately.
    c. genuineness and openness.
    d. ability to specify a counseling plan and evaluate the results.
    e. ____

6. To be an effective helper, I believe the counselor
    a. must like the student personally.
    b. must be free of any personal conflicts.
    c. needs to have experienced the same problem as the student.
    d. needs to have experienced feelings similar to those being experienced by the student.
    e. ____

7. With regard to the counselor-student relationship
    a. the counselor should remain objective and distant.
    b. the counselor should be a friend to the student.
    c. a personal relationship, but not friendship, is essential.

d. a personal and warm relationship is not essential.
e. ____

8. I should be open and honest with my students
    a. when I like and value them.
    b. when I have negative feelings toward them.
    c. rarely, if ever, so that I will avoid negatively influencing the counselor-student relationship.
    d. only when it intuitively feels like the right thing to do.
    e. ____

9. For me, being an ethical counselor mainly entail
    a. acting in compliance with minimal ethical standards.
    b. reflecting on the effects that my interventions are likely to have on the welfare of my students.
    c. avoiding obvious violations of my profession's ethical codes.
    d. thinking about the legal implications of everything I do.
    e. ____

10. If I were an intern and was convinced that my supervisor was encouraging trainees to participate in unethical behavior in a school setting, I would
    a. first discuss the matter with the supervisor.
    b. report the supervisor to the director of my program.
    c. ignore the situation for fear of negative consequences.
    d. report the situation to the ethics committee of the state professional association.
    e. ____

11. Counselors who work with culturally diverse groups without having cross-cultural knowledge and skills
    a. are violating the civil rights of their students.
    b. are probably guilty of unethical behavior.
    c. should realize the need for specialized training.
    d. can be said to be practicing ethically.
    e. ____

12. If I had strong feelings, positive or negative, toward a student, I think I would most likely
    a. discuss my feelings with my student.
    b. keep them to myself and hope they would eventually disappear.
    c. discuss my feelings with a supervisor or advisor.
    d. accept them as natural unless they began to interfere with the counseling relationship.
    e. ____

13. I won't feel ready to counsel others until
    a. my own life is free of problems.
    b. I've experienced counseling as a client.
    c. I feel very confident and know that I'll be effective.
    d. I've become a self-aware person and developed the ability to continually reexamine my own life and relationships.
    e. ____

14. If I were faced with a counseling situation where it appeared that there was a conflict between an ethical and legal course to follow, I would
    a. immediately consult an attorney.
    b. always choose the legal path first and foremost.
    c. strive to do what I believe is ethical, even if it meant challenging the law.
    d. refer my student to another counselor.
    e. ____

15. With respect to value judgments in counseling, counselors should

a. feel free to make value judgments about their students' behavior.
b. actively teach their own values when they think students need a different set of values.
c. remain neutral and keep their values out of the counseling relationship.
d. encourage students to question their own values and decide on the quality of their own behavior.
e. ____

16. Counselors should
a. teach desirable behavior and values by modeling them for students.
b. encourage students to look within themselves to discover values that are meaningful to them.
c. reinforce the dominant values of society.
d. very delicately, if at all, challenge students' value system.
e. ____

17. In terms of appreciating and understanding the value systems of students who are culturally different from me,
a. I see it as my responsibility to learn about their values and not impose mine on them.
b. I would encourage them to accept values of the dominant culture for survival purposes.
c. I would attempt to modify my counseling procedures to fit their cultural values.
d. I think it is imperative that I learn about specific cultural values my students hold.
e. ____

18. If a student came to me with a problem and I could see that I would not be objective because of my values, I would
a. accept the student because of the challenge to become more tolerant of diversity.
b. tell the student at the outset about my fears concerning our conflicting values.
c. refer the student to someone else.
d. attempt to influence the student to adopt my way of thinking.
e. ____

19. My ethical position regarding the role of values in counseling is that, as a counselor, I should,
a. never impose my values on a student.
b. expose my values, without imposing them on a student.
c. teach my students what I consider to be proper values.
d. keep my values out of the counseling relationship.
e. ____

20. If I were to counsel gay, lesbian, bisexual, or transgender students, a major concern of mine would be
a. maintaining confidentiality.
b. not knowing and understanding enough about this lifestyle.
c. establishing a positive counseling relationship.
d. pushing my own values.
e. ____

21. Regarding confidentiality, I believe that
a. it is ethical to break confidence when there is a reason to believe that students may do serious harm to themselves.
b. it is ethical to break confidence when there is a reason to believe that a student will do harm to someone else.
c. it is ethical to break confidence when the parents of the student ask for certain information.
d. it is ethical to inform the authorities when a student is breaking the law.
e. ____

22. Regarding the role of spiritual and religious values, as a counselor I would be inclined to
a. ignore such values for fear that I would impose my own beliefs on my students.
b. actively strive to get my students to think about how spirituality or religion could enhance their lives.
c. avoid bringing up the topic unless my student initiated such a discussion.
d. conduct an assessment of my student's spiritual and religious beliefs before the initial counseling session.
e. ____

23. Regarding the issue of who should select the goals of counseling, I believe that
    a. it is primarily the counselor’s responsibility to select goals.
    b. it is primarily the student’s responsibility to select goals.
    c. the responsibility for selecting goals should be shared equally by the student and counselor.
    d. the question of who selects the goals depends on what kind of issue the student has.
    e. ____

24. Concerning the counselor’s responsibility to the school community, I believe that
    a. the counselor should educate the community concerning the nature of school counseling services.
    b. the counselor should attempt to change patterns that need changing.
    c. community involvement falls outside the proper scope of counseling.
    d. counselors should become involved in helping students use the resources available in the community.
    e. ____

25. If I were working as a school counselor, the major role I would expect to play would be that of
    a. a change agent.
    b. an adviser.
    c. an educator or a consultant.
    d. an advocate.
    e. ____

26. As a trainee, if I thought my supervisor was inadequate, I would
    a. talk to my supervisor about it.
    b. continue to work without complaining.
    c. seek supervision elsewhere.
    d. feel let down by the school I worked for.
    e. ____

27. My view of supervision is that it is
    a. a place to get answers to difficult situations.
    b. an opportunity to work on my personal problems.
    c. valuable to have when I reach an impasse with a student.
    d. a way for me to learn about myself and to get insight into the way I work with students.
    e. ____

28. When it comes to working in the school system, I believe that
    a. I must learn to survive with dignity within the system.
    b. I must learn how to subvert the system so that I can do what I deeply believe in.
    c. the school will stifle most of my enthusiasm and block any real change.
    d. I can’t blame the school if I’m unable to succeed in my program.
    e. ____

29. If my philosophy were in conflict with that of the school that I worked for, I would
    a. seriously consider whether I could ethically remain in that placement.
    b. attempt to change the policies of the school.
    c. agree to whatever was expected of me in that system.
    d. quietly do what I wanted to do, even if I had to be devious about it.
    e. ____

30. In working with students from different ethnic groups, it is most important to
    a. be aware of the sociopolitical forces that have affected these students.
    b. understand how language can act as a barrier to effective cross-cultural counseling.
    c. refer these students to some professional who shares their ethnic and cultural background.
    d. help these students modify their views so that they will be accepted and not have to suffer rejection.
    e.____

CPSY 618 - UNDERSTANDING THE VALUES AND IDEALS THAT SHOULD GUIDE RESPONSIBLE SCHOOL COUNSELOR PRACTICE

In addition to having knowledge of ethical and legal standards of the profession, school counselors who strive to act ethically must also develop an understanding of the values and ideals of the profession that shape the larger context of the ethical action. Certain characteristics may be thought of as professional values within the profession because there is a high degree of consensus among members of the profession that these characteristics are desirable. Some of the most commonly cited professional values are: human dignity, respect, student self-determination, empathy, genuineness, positive regard, nonpossessive warmth, patience, self-awareness, pragmatism, noncontrolling interpersonal style, trustworthiness, and open-mindedness. Each of these values potentially has direct bearing on the moment-to-moment choices made by school counselor professionals as they consider such questions as: "How willi respond to this individual?" "What actions will I take in this situation?" "What must I be careful not to do or say at this point?"

Personal Reflection: Observation of Self and Others:

Review the values listed previously as desirable school counselor traits. Expand upon this list by identifying additional commonly cited professional values not listed above.

Which of the professional values do you see generally most descriptive of you? Which of the professional values do you see as generally least descriptive of you?

Within your particular fieldwork setting, which of these values are you finding most difficult to live out in your daily decisions, behavior, and attitudes? Explain the aspects of your work that make these values particularly challenging.

CPSY 618 - LAW AND ETHICS FINAL EXAM

Reflection Questions: Choose one of the following questions to answer. Your response needs to reflect critical thinking and analysis of our class discussions and readings. Please cite references in your written paper.

1. Schools often have policies that all drug use information that comes to the attention of staff must be reported to administrators. Thinking of potential scenarios with students, at what point do you think it advisable for counselors to report drug use and at what point should they honor confidentiality.
2. School counseling has endured substantial criticism in recent years for many of its activities. For example, self-esteem programs have been labeled as too humanistic, and drug and alcohol support groups have been called too intrusive into family matters. When such criticisms are made about school counseling, what do you see as the ethical obligations of the school counselor?
3. Do the confidentiality requirements for school counselors make it difficult for them to establish strong professional ties with other school personnel? Do those requirements make personal friendships with other staff more difficult?
4. What do you see as the ethical issues involved in suicide prevention and crisis intervention programs? When counselors attempt to deal with issues such as depression, suicide, drug use, and related problems, how would you balance the risks of such programs against their potential value to students?
5. You need to make a child abuse report and your principal instead wants to call the parents in and talk to them about better approaches to discipline. Write up how you would make your principal feel heard and supported, and yet at the same time meet your statutory obligations.
6. Should school counselors be immune from liability claims? Discuss the difference between negligence and malpractice.
7. **Making Connections –** Choose any one from the text as an alternative to the questions above.

Cases for Discussion: Choose one of the following cases and be prepared to discuss it in class. Your critical analysis and synthesis should be reflective and responsive of your honest and authentic thinking process. Please cite references as used in your case discussion.

1. Tito, is a 16-year old junior who has been in counseling with the school counselor, Miranda, intermittently since he began high school. Although he seems happy and easygoing most of the time at school, Tito has endured a great deal of family stress and disruption. Each of his parents has been married multiple times and Tito has lived in 10 different houses during his life. He has had a great difficulty getting along with his current stepfather, with whom he resides. They argue constantly and Tito is punished severely each time he raises his voice. The counselor has been monitoring the situation and has observed no signs of abuse, although she clearly sees a mismatch between Tito's psychosocial needs at this time and his stepfather's style of parenting. One morning when Miranda enters her office, she has a voicemail message from Tito with a cell phone number to call as soon as possible. When she contacts Tito, she learns that he has run away following a huge argument with his stepfather that frightened him because he thought he was in danger of hitting the man. He also tells Miranda that he is safe and off the streets. He then asks her if he should tell her where he is. Miranda replies that if he gives her the

information, he must understand that she may need to disclose it to his mother and stepfather. Tito pauses and decides not to reveal his location. Miranda then devises a plan for Tito that includes contacting his biological father to see if he can help mediate the situation. Tito agrees to call back before the end of school. Two hours later, Tito's stepfather calls Miranda and asks her if she knows where Tito is. When she says she does not, the stepfather remarks that he will call the police if he does not hear from the boy by dinnertime. Their conversation ends. Miranda plans to tell Tito of the stepfather's call when she hears from him and to ask him to contact his mother or stepfather immediately.

Are Miranda's actions consistent with the ethical standards of the profession?
Should she have maintained confidentiality about her telephone contact from Tito?
What if the principal asked her if she knew where Tito was? Should she divulge what she knows to the principal?

2. Justin, a high school counselor, receives many reference forms for students applying for college, jobs, or other post-secondary experiences. Frequently, these forms ask the counselor to rank the student in comparison to other students. Justin is uncomfortable with such forms, believing that they do not allow him much opportunity to describe the talents of individual students. However, he knows that refusing to complete the specified document may not be wise, so he regularly places students in the top 20% of rankings even when he knows that ranking is inflated. He justifies his actions by attending to the inherent limitations of such ranking systems.

Are Justin's actions consistent with the ethical standards of the profession?
Is Justin legally liable for the inflated rankings?

3. Nellie, a middle school counselor, meets regularly with an 8th grader named Michelle, who is struggling academically in spite of good test scores and good grades in elementary school. The parents have been informed about the counseling sessions and have encouraged Nellie to discuss with their daughter any issues that will help her do better in school. As spring arrives and temperatures climb in the school, Nellie notices that Michelle still wears long sleeves. When asked about this, Michelle begins to cry and reveals to Nellie that she makes small cuts on her arms to help her numb the psychological pain she feels. Michelle shows Nellie the cuts, which are small, superficial, and few in number. She makes a contract with Michelle to stop cutting until they meet again. She also gets Michelle to agree to show the cuts to her pediatrician when she has her next appointment in 2 weeks. In light of the events, the minor nature of the physical harm, and her worry about destroying the girl's trust in her, Nellie decides not to inform the parents.

Are Nellie's actions consistent with the ethical standards of the profession?
What do you think Nellie's best course of action is to take on behalf of Michelle?

4. Anaar is a 13-year old middle school student who comes to the school counselor with a question: Is it legal to sponsor an online contest to elect the "sluttiest" girl in the school? After Mrs. Lastname, her counselor, gets more information, Anaar reveals that she had a fight with a friend and organized this

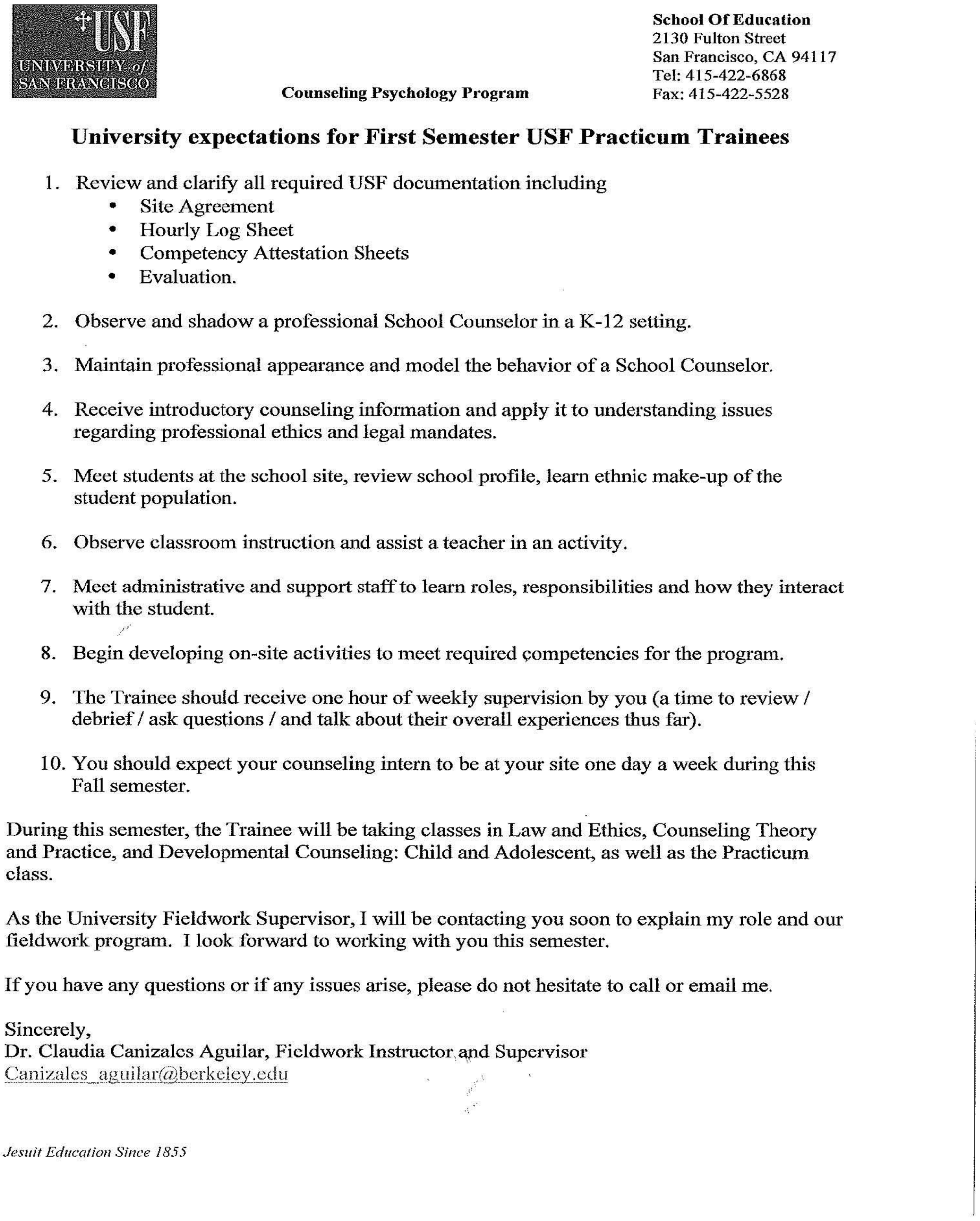
contest to get back at her friend for gossiping about her. Now the friend is threatening to tell her father, a lawyer, so that he can sue Anaar and her family. Anaar is very worried and also ashamed of her actions.

How should Mrs. Lastname, the school counselor handle the situation?
What is best practice for the counselor to take in a case like that of Anaar?

5. About 30 minutes after the dismissal bell rang on Friday, a counselee reported to you that a group of students were meeting in Lincoln Park today at 4:00 for a big fight. “Someone is going to be hurt because they will have weapons.” You didn’t think anymore about it and went home for the weekend. Several students suffered serious injury requiring medical emergency services-a broken arm, a 3-in. gash on the head, and wounds back of the hip area. As you enter the school building on Monday, parents, relatives, district personnel, and regular city police officers are waiting to see you.

Discuss the counselor’s liability-legal and ethical issues of the situation.
You may want to write your own rap if you choose to respond to this case!

6. **Getting Started -** Choose any one of the cases from the text as an alternative to the cases above. Please write your authentic response and rely on text’s responses for verification only.



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Counseling Psychology Program

University expectations for First Semester USF Practicum Trainees

1. Review and clarify all required USF documentation including
   - Site Agreement
   - Hourly Log Sheet
   - Competency Attestation Sheets
   - Evaluation.
2. Observe and shadow a professional School Counselor in a K-12 setting.
3. Maintain professional appearance and model the behavior of a School Counselor.
4. Receive introductory counseling information and apply it to understanding issues regarding professional ethics and legal mandates.
5. Meet students at the school site, review school profile, learn ethnic make-up of the student population.
6. Observe classroom instruction and assist a teacher in an activity.
7. Meet administrative and support staff to learn roles, responsibilities and how they interact with the student.
8. Begin developing on-site activities to meet required competencies for the program.
9. The Trainee should receive one hour of weekly supervision by you (a time to review / debrief / ask questions / and talk about their overall experiences thus far).
10. You should expect your counseling intern to be at your site one day a week during this Fall semester.

During this semester, the Trainee will be taking classes in Law and Ethics, Counseling Theory and Practice, and Developmental Counseling: Child and Adolescent, as well as the Practicum class.

As the University Fieldwork Supervisor, I will be contacting you soon to explain my role and our fieldwork program. I look forward to working with you this semester.

If you have any questions or if any issues arise, please do not hesitate to call or email me.

Sincerely,
Dr. Claudia Canizales Aguilar, Fieldwork Instructor and Supervisor
Canizales_aguilar@berkeley.edu

Jesuit Education Since 1855

CPSY 619: Practicum Learning Goals

Three general components: (a) learning goals, (b) activities to reach the goals, and (c) assessment measures

Learning Goals (Part I): Develop at least 3 learning goals (in separate areas)

Knowledge Goals- Refers to learning and understanding factual information, terminology, principals, concepts, theories, and ideas of the profession.

Example- Become familiar with the ASCA model and how it can be applied.

____

____

____

Personal Development Goals: Refers to learning more about yourself as an emerging professional and identifying way in which you want to grow and change.

Example – Develop more confidence in working with students whose ethnic/cultural background is different than mine.

____

____

____

Professional Development Goals: Refers to learning the values, attitudes, and ways of the profession, such as ethical and legal awareness, deportment, record keeping, and disclosure.

Example- Develop one-on-one counseling skills.

____

____

____

Self Assessment Goals: Focuses on ways to measure your progress and goal attainment objectively.

Example – Learn to accept feedback from supervisors, coworkers, and peers.

____

____

____

- *Verbs frequently used:* acquire, analyze, appreciate, become, become familiar with, comprehend, develop, discover, explore, know, learn, perceive, synthesize, understand, value.

University of San Francisco
School of Education
Counseling Psychology

Developing Fieldwork Learning Goals
Documenting Competencies
Practicum and Fieldwork Classes

1. Read the American School Counselor Association (ASCA)
   School Counselor Competencies
   www.schoolcounselor.org
2. Read the University of San Francisco (USF) School Counseling Program
   Competency Guidelines – Attestation Sheet as Evidence of Competencies
   USF Fieldwork Manual
3. Review ***Fieldwork Learning Goals***
   USF School Counseling Program Blackboard – forms

Fieldwork Learning Goals is a guided activity to help you determine and document which activities you will use as evidence of your competence for the required 12 Competencies that you will submit for Graduation and Certification.

Which specific skills/competencies do you want to acquire each semester?
How will you do this?

- Make a specific plan for yourself.
- Develop a list of activities that you will implement/services that you will provide/tasks that you will learn at your Fieldwork site which will allow you to develop these competencies.
- Review your plan with your Mentor Counselor and develop a calendar for implementation.
- How will you know if you have mastered these skills/competencies? How will you measure/assess your growth/competence?

This process should help you develop your semester ***Fieldwork Learning Goals/Contracts*** in the following areas:

- Knowledge Goals
- Personal Development Goals
- Professional Development Goals
- Self-Assessment Goals

This process will help you develop and design specific activities that you will implement, perform, and gain mastery of, and document your ***Evidence of Competencies (Attestation Sheet).***

Format for *Attestation Sheets*:
What are you doing, why are you doing it, what is the outcome?

Niki Gibbons
USF Fieldwork Instructor

CPSY 619
SUPERVISION REFLECTION SHEET

HIGHLIGHTS / SUCCESSES

Incident/Experience (Describe)	Thoughts / Lessons Learned	Questions

DIFFICULTIES / CHALLENGES

Incident/Experience (Describe)	Thoughts / Lessons Learned	Questions

CPSY 619 – Life/Roadmap Brainstorming Questions

Jot down/list factors which influenced your "path".

Consider the following:

> How did you make it to college, graduate school?

> What happened during your HS career to lead you to (or away from) college?

> What happened during college to lead you to (or away from) graduate school?

> What shaped your career plans?

> Who played a role?

> What/who has helped/motivated/influenced you in this process?

Scenario:

Looking back over your journey from the beginning of high school, consider who/what shaped your educational and career paTHS.

CPSY 619 – Presentation Portfolio

Towards the end of your 2nd year you will be required to submit a “Presentation Portfolio” – a formalized collection of items organized in a labeled 3-ring binder or other organization tool.

This presentation portfolio is essentially a showcase tool highlighting your experiences, skills, and toolkit. This portfolio can be shared during job interviews and can serve as a tangible reminder of your prior work.

Although this portfolio will not be submitted until the Spring of your 2nd year, it is important that you begin collecting items that can be included. It is suggested that you create an electronic and/or folder in which you can save items to be included.

Sample items that may be included:

> Cover letter
> Updated resume
> Copy of degrees and credentials
> Copies of pertinent honors and awards
> Letters of recommendation, especially by mentor counselors, administrators and other “significant” witnesses to your fine work
> Evidence of projects and presentations you created/delivered – such as:
  - Curriculum for groups, classroom guidance lessons – topics
  - School wide events (career day, college fair, etc)
  - Parent meeting agenda topics
  - Field trips organized

> Forms and documents created or modified by you
> Evidence of technological skills
> Evidence of “value added” work for your counseling department and/or school site
> Other items which showcase your professionalism and readiness for “the job”

Basically, anything that showcases your skills and abilities (and that you are proud of)!

CPSY 619 Fieldwork Practicum

Name ________________

Reflective Journal

Weekly Journal Entries: On a weekly basis, students will write thoughtful and reflective journals describing your growth process thus far.

Journal entries should be the equivalent of 1.5 pages (double spaced - 12 pt. font)

Each journal should have 3 sections titled:

Describe activities:

Highlights/Challenges:

Questions I have/ I need assistance with:

CPSY 620 - Fieldwork
Case Presentation Forms
Spring 2011

Case Presentations:
Please print out the following forms and bring to class on for your presentation:
1.0 Request
2.0 First Meeting
2.0A Follow up meeting
2.1 SST
3.0 SST
Speech/Language Checklist
SST4.0
What is the SAP
Student Referral for Assessment

CPSY 621 - COUNSELING PROCESS NOTES

Counselor Name: ____

Client Name: ______________________________ Date: _________________________

Session #: ____________________ Next Appointment: __________________________

PERSONAL DEMOGRAPHICS- Gender, ethnicity, age, etc. grade

ORIGINAL REASON FOR REFERRAL- Who referred, why, etc?

GOAL- What was your goal(s) during this session? Do you feel they were accomplished? Why yes or no?

APPROACH AND INTERVENTIONS USED- What approach did you use? What strategies/activities did you do? How did it go? What would you have done differently? (provide examples)

SUBJECTIVE- Write down things your client said to you in session- their (subjective) perception of how they feel and what is happening in their lives.

OBJECTIVE- Write down what you observed (objective) in terms of your client's behavior, body language, facial expressions, non-verbal communication, and mannerisms in the session.

ANALYSIS - Write down what you believe is going on with your client. What are your hypotheses about what your client is dealing with based on the subjective and objective information you obtained during session.

ASSIGNMENTS GIVEN - Did you encourage your client to do any assignments between now and your next session? What was it? What do you hope the client will gain from it? How will you address this assignment in a future session?

PLAN - Planning for next session and long term. Indicate specific techniques and activities to be used during your next session. What do you hope to gain in using this technique? What do you hope to gain in doing this activity?

SELF OBSERVATIONS *I* SELF REFLECTION- What did you notice about your approach?

ADDITIONAL INFORMATION- Did anything unusual happen during session? Explain?

CONCERNS/QUESTIONS – Explain your concerns/questions that you would like you peers to give you feedback on.

University of San Francisco School of
Education Counseling Psychology

CPSY 622 - Developing Fieldwork Learning Goals Documenting Competencies Practicum and Fieldwork Classes

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   www.schoolcounselor.org

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   USF Fieldwork Manual

3. Review *Fieldwork Learning Goals*
   USF School Counseling Program Blackboard-forms

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- Develop a list of activities that you will implement/services that you will provide/tasks that you will learn at your Fieldwork site which will allow you to develop these competencies.
- Review your plan with your Mentor Counselor and develop a calendar for implementation.
- How will you know if you have mastered these skills/competencies? How will you measure/assess your growth/competence?

This process should help you develop your semester *Fieldwork Learning Goals/Contracts* in the following areas:

- Knowledge Goals
- Personal Development Goals
- Professional Development Goals
- Self-Assessment Goals

This process will help you develop and design specific activities that you will implement, perform, and gain mastery of, and document your *Evidence of Competencies (Attestation Sheet).*

Format for *Attestation Sheets:*
What are you doing, why are you doing it, what is the outcome?

Nikki Gibbons
USF Fieldwork Instructor

CPSY 622 PPS Traineeship

From: Niki Gibbons
To: All students

IMPORTANT REMINDERS

1. You are required to subscribe to the following list-serves as they are full of information for Counselors and Educators
   - CSCAN - California School Community Access Network
   - SchoolCounselor.com - Advancing Technological Literacy Among School Counselors and Administrators

   They have many resources for you as a professional and I think you will find them most valuable.

   I would like you to consider subscribing to the following websites:
   - Education Week
   - Accomplished Teacher by SmartBrief

   These two websites are directed primary to teachers and administrators, however, they are excellent resources for educators such as yourselves.

   I will forward a copy of my subscriptions to you so that you review them. I will no longer be forwarding the individual newsletters (as I have done in the past) and former students have told me how valuable they have been to them in their studies and work. You can then choose to continue with them or not. However, I do expect you to subscribe to the first two for the duration of our time together.

2. I would like you to arrange your days at your site so that you can attend faculty and Counseling department meetings; SSTs, SAPs, IEPs, SART meetings. Would it be possible to for you to attend the monthly District Counselor meetings with your supervisor? Often a school district provides terrific trainings from which you would acquire important skills, ie. Working with Children of Incarcerated Parents, Brief Therapy as a Behavioral Intervention. These are just a few examples.

3. Please talk to your Mentor Counselor to find out if you might subscribe to the District communiqués. Many school districts have electronic daily/weekly forums to the school communities and staff, ie. SFUSD sends an electronic WAD (Weekly Administrative Directive). It shares information about what is going on District-wide: trainings, activities, resources, initiatives, etc.

4. I am forwarding all of the soft-copy presentations and information that you need for the Make It Happen curriculum under separate cover. Please review them prior to coming to class. I will also post them to our Blackboard.

See you Saturday,
N

CPSY 622 PPS Traineeship

MIDDLE SCHOOL ACTIVITIES handout
Counseling Calendar – Align Year-round activities

- Registration of new students
- Orientation
- Schedule changes
- Opening Day Procedures / Activities
- Review 7th/8th grade grades and Standardized test scores
- 8th grade – High School planning and applications
- 7th/8th grade – college and career planning
- 6th grade- transition to middle school, study skills
- Identify student needs (groups, individual counseling, tutoring)
- CELDT Testing
- Review Interim grades
- Back to school night (6-8)
- 8th grade- Continue high school applications
- High school visits and shadowing
- 7th/8th grade- continue college and career groups
- 6th grade- study skills, school success
- High School information Night
- End of first quarter
- Review 2nd quarter Interim grades
- 2nd quarter grades/end of second quarter
- High School letters of recommendation and transcript requests (private schools and scholarships)
- Beginning of 2nd semester
- 8th grade – Private High school applications due
- Begin new intervention groups
- D/F student list
- 3rd quarter interim grades
- On-going meeting with Students
- Analyze student transcripts (Fall grades)
- STAR preparation
- 7th Grade CST Writing Test
- 3rd Quarter Grades
- STAR Testing
- 7th Grade- ACT Explore tests
- Interim grades 4th quarter
- High school acceptance letters
- High School Visits & Registration
- On-going Individual Academic Planning
- Career Fair
- Summer planning (summer school, programs)

- Parent Meetings
- Teacher/Parent meetings
- Classroom Guidance Presentations / Advisory
- IEP meetings
- SST meetings
- SAP meetings
- Advisory Counseling Curriculum
- Group Counseling
- College Week
- Career Fair
- Parent Information Night
- Open House

High School Counseling Activities Handout

Counseling Calendar – Align Year-round activities

- Analyze student transcripts (Spring and Summer grades)
- Verify student schedules
- Registration of new students
- Orientation
- Schedule changes
- Opening Day Procedures / Activities
- Back to school night
- Scheduling incoming students
- Leveling classes
- Senior Graduation and College status letters home
- Senior meetings – options for credit deficiency & college requirements
- UC Doorways course updates
- SAT & ACT Registration
- Senior meetings continued
- Back to school night
- PSAT
- College Information Night
- On-going meeting with Students – Individual Academic Planning
- CSU and UC application deadline / workshops
- D/F Student List
- Letters of recommendations (private schools & scholarships)
- Community College Concurrent Enrollment applications
- Financial Aid Night
- Analyze student transcripts (Fall grades)
- CAHSEE preparation
- Community college applications
- Middle School Visits & Registration

- Middle School Parent Night
- 10th – 12th Pre-Registration Process
- SAT / ACT Test Registration (11th)
- FAFSA Deadline / CalGRANT Information Submission
- Senior Awards
- Graduation Audits
- STAR Testing
- Graduation
- UC ELC submission deadline
- Parent Meetings
- Teacher/Parent meetings
- Classroom Guidance Presentations / Workshops
- IEP meetings
- SST meetings
- College Going Culture Committee
- Advisory Counseling Curriculum
- College Week
- Career Day

CPSY 622: UC A-G ACADEMIC REQUIREMENTS

a. History/Social Science - 2 years required

Two years of history/social science to include: one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography.

b. English - 4 years required

Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature, and poetry. Not more than two semesters of grade 9 English can be used to meet this requirement.

c. Mathematics - 3 years required, 4 recommended

Three years, including elementary algebra, geometry, and second year (advanced) algebra. Mathematics courses taken in grades 7 and 8 **(with a minimum grade of C)** may be used to fulfill part of this requirement if the high school accepts them as equivalent to its own math courses.

d. Laboratory Science - 2 years required, 3 recommended

Two years of laboratory science providing fundamental knowledge in at least two of these three areas: biology, chemistry, and physics. Lab courses in earth/space sciences are acceptable if they have as prerequisites or provide basic knowledge in biology, chemistry, or physics. **The last two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects may be sued to fulfill this requirement.** Not more than one year of grade 9 lab science can be used to meet this requirement.

e. Language Other than English - 2 years required, 3 recommended

Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, and composition.

f. Visual and Performing Arts – 1 year required

A single yearlong approved arts course from a single discipline: dance, drama/theater, music, or visual art.

g. College Preparatory Electives - 1 year required

One year (two semesters), in addition to those required in “a-f” above, chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English (a third year in the language used for the “e” requirement or two years of another language).

CPSY 622 PPS TRAINEESHIP –HANDOUT

Adopted by the Board of Education, with amendments to the Policy, at its Regular Meeting of June 8, 2010

Superintendent's Proposal
Regular Board Meeting of May 11, 2010

105-11Sp2 - ADOPTION OF REVISED BOARD POLICY FOR HIGH SCHOOL GRADUATION REQUIREMENTS

REQUESTED ACTION:

That the Board of Education of the San Francisco Unified School District Adopts a Revised Board Policy for High School Graduation Requirements. The Revised Policy requires students to complete A-G requirements beginning with the class of 2014, and outlines exceptions to the A-G requirement. The Policy also describes the requirement for students to pass the California High School Exit Exam (CAHSEE), and outlines the Alternatives to the High School Diploma. This Revised Policy replaces existing Board Policies P6105.2, 6105.3, and 6105.4.

BACKGROUND:

The Board of Education adopted policy on May 26, 2009 to include the A-G course sequence in the graduation requirements for all students beginning with the graduating class of 2014. The Board of Education remains committed to the promotion of a college going culture by providing access to a rigorous curriculum for all students in SFUSD. The Policy has also been updated to comply with revisions to the California Education Code related to foster youth graduation requirements and the CAHSEE requirement for students with disabilities.

Superintendent's Proposal
105-11Sp2
Please Note:

Taken up by the Curriculum and Program Committee on 5/3/10. Forwarded to the Board with a positive recommendation by general consent of the Committee. First Reading will take place on May 11, 2010.

Adopted, with the policy amended, on 6/8/10.

5/11/10
5/25/10
6/8/10

CPSY 622: BOARD OF EDUCATION POLICY (Adopted 6/8/10)

ARTCLE 6: INSTRUCTION P 6105.2
SECTION: HIGH SCHOOL GRADUATION REQUIREMENTS

HIGH SCHOOL GRADUATION REQUIREMENTS (105-11Sp2)

In order to obtain a high school diploma, a student must complete the credits and courses required by the San Francisco Unified School District, and must pass the California High School Exit Exam (CAHSEE).

The credit and course requirements for SFUSD students are described in Section A below. There are three credit and course plans described in Section A. These include: Plan A (All Students); Plan E (Foreign Born Students Age 15 Or Older Without Accessible Records); Plan F (Foster Students Transferring to District in Grades 11 or 12).

Section B below describes the requirement to pass the California High School Exit Exam (CAHSEE). Section C below describes the Alternatives to the High School Diploma.

SECTION A: CREDIT AND COURSE REQUIREMENTS

Students must complete a minimum of the following numbers of courses in the subjects specified, each course having duration of one year, unless otherwise specified. These credits may be achieved through traditional classes or alternative means such as dual enrollment in a community college, approved on line courses, summer school, adult education, approved work experience, proficiency tests, and other SFUSD or accredited institutions. The requirements to obtain credit through these alternative means shall be outlined in an Administrative Regulation approved by the Superintendent.

Commencing with Fall 2010's incoming 9th grade class, the graduating class of 2014, the prescribed course of study for students shall include the following:

Plan A: All Students COURSES	SEMESTERS	NUMBER OF CREDITS REQUIRED
a. History/Social Science (including US History, World History and American Government/Economics)	6	30
b. College Preparatory English (courses approved by the University of California Office of the President, which prepare students to take college level courses)	8	40
c. Mathematics (including Algebra, Geometry, and intermediate Algebra)	6	30

CPSY 622
USF Fieldwork Topics & Projects (last updated September, 2010)

(Agreed upon topics will be reviewed by each instructor – deliver/approach is up to the instructor)
(Agreed upon projects will be required by all instructors – assignment expectations/templates to be created)

Semester	Fall Practicum	Spring (1)	Summer (2)	Fall (3)	Spring (4)
TOPICS	**Introduction to ASCA National Model** **Core Counseling Conditions** (Empathetic Understanding, Respect and Positive Regard, Genuineness and Congruence, Concreteness, Warmth, Immediacy, Cultural awareness, etc) **Introduction to HS and College Requirements**	**Introduction to 504, SST, IEP, Behavior Contracts, SARB, RTI etc.** **Counseling Skills / Activities (such as):** Individual Counseling Process (Intake – Termination) Group Counseling Conflict Mediation Restorative Justice Resiliency Training **Lesson planning, curriculum and facilitation skills**	**Brief solution focused counseling** **Crisis Intervention and Recovery** **Transcript Analysis / 4yr planning A-G / Scheduling** **Professional Engagement / Entering School Culture / Preparation**	**Transitioning from Intern to Professional** **Planning for the School Year Counseling Calendar** **Consulting and Working Collaboratively** **Practicing Self Care**	**Career Preparation / Search** (research, resume writing and mock interviews) **Implementing National Standards (data-driven)** **Parent Engagement** (strategies and overall approaches) **Termination**
On-Going	**Introduction to Learning Goals and Competencies** **Introduction to School Jargon/Acronyms** **Introduction of Developmental Levels** (children and adolescents) – in context **Introduction of Tracking (School Counseling Calendars & College App/FinAid Timeline)**	**Creation of Learning Goals tied to Competency Goals** **Review School Jargon/Acronyms** **Review Developmental Levels** (children and adolescents) **Review Tracking (School Calendars & College App/FinAid Timeline)**		**Creation of Learning Goals tied to Competency Goals** **Review School Jargon/Acronyms** **Review Developmental Levels** (children and adolescents) **(School Calendars & College App/FinAid Timeline)**	**Creation of Learning Goals tied to Competency Goals** **Review School Jargon/Acronyms** **Review Developmental Levels** (children and adolescents) **(School Calendars & College App/FinAid Timeline)**

PROJECT		**Counseling Case Presentation**	**College Advising Project** (Creating and Individual Academic Plan and 2 – 3 college advising sessions) **Design 4 week student workshop / Present one session**	**Program Audit (Report and Presentation)**	**Results based / data-driven project??** **Presentation Portfolio**

AGREED UPON PRACTICES BY FIELDWORK INSTRUCTORS

The following paperwork will be submitted every semester to Donna:

- Site Agreement (when starting new site)
- Final timesheet/hour log (collected every session)
- End of semester evaluation
- *Some instructors will submit copies on behalf of students, other will require students to submit*

Deadline to submit work/paperwork:

- At least 1 week prior to grade submission deadline
- Deadlines Given to Students:
    - Fall 2010 – December 20th (actual deadline to submit grades is January 3rd)
    - Spring 2011 – May 19th (actual deadline to submit grades is May 26th)
    - Summer 2011 – August 12th (actual deadline to submit grades is August 19th)

Competencies:

- Students should begin to complete competencies during their first semester of *fieldwork* (perhaps 1-2 course assignments in practicum may work – Law and Ethics for example)

Learning Goals:

- Students will develop 3-5 learning goals (tied to competency goals and course content) – beginning second semester – important to introduce concepts in practicum course.

Contact with Supervisors:

- 1st (email with attached letter – letter also sent with student)
- 2nd (Call – mid semester)
- 3rd (Supplemental Evaluation sent with student)
- *NOTE – 4th semester (spring 2nd year) no new letter to send*

Presentation Portfolio:

- Will be required during the Spring of their 2nd year

- Assignment will be introduced/touched upon every semester
- Common instructions to be written by Debbie

Required Readings – perhaps for Spring 2011 (1st year)
(1st year Spring) Managing your School Counseling Program: K - 12 Developmental Strategies, Joe Wittmer, 3rd Edition, approximately $40.00.
(2nd year) The ASCA National Model Workbook, approximately $25.00

CPSY 622/603: Make It Happen

Background Information

The Make it Happen curriculum is a collaborative effort with USF, SFUSD, and SFSU to provide an evidence-based, culturally-responsive 10-session program to high school students to foster college readiness and develop plans after high school. The curriculum was originally intended for under-resourced seniors who may not have access to information about college/future plans or the support systems in place to complete all the necessary steps (e.g. completing requirements, writing a personal statement, etc). However, this Program may also be adapted to other grade levels (including middle school) and to a wider range of groups. We wanted to create a Program that was both empowering and hands-on. The specific activities and goals are linked with the ASCA goals of career, academic, and social development.

Make It Happen Program Overview

Mission: Encourage, empower, and support high school Seniors to explore and develop post-secondary options and plans

SESSION	THEME	DESCRIPTION
1	Introduction and Data Collection	Overview of goals, gather pre-entry data and student and parent/guardian consent
2	*Hopes and Fears about Life after High School*	Exploring students' hopes and fears about life after high school. Hearing stories from individuals who overcame odds to be the first in their family to graduate from college.
3	*Understanding my Family and Cultural Background*	Understanding family obligations and cultural barriers on accessing post-secondary plans and developing a shared vision
4	*College 101*	Two and four-year college options in California
5	*Debunking the Myth that "You Can't Afford College"*	Comparing financial aid packages and considerations for first-generation college and undocumented students
6	*How to apply to college*	Learn about deadlines and the application process of two and four-year schools in California
7-8	*Selecting and applying for college*	Work sessions on filling out various college applications (e.g. community colleges, CSUs, UCs, private/independent schools)
9	*Identifying strengTHS and resources to help me in this transition*	Identifying assets and supportive people that can help with the process and in the transition to post-secondary plans
10	Next steps, closing, and Data Collection	Gather post-entry data, debrief sessions, terminate, and follow-up with parent/ guardian.

Initial Findings
During the 2010-2011 Academic Year, we implemented and evaluated the Make It Happen group in four different schools. The groups ranged in size from 13-40 students. One group was for juniors and the remaining three were with seniors. All of the groups were culturally diverse (mostly Latino/a, Asian American, and African American) and included students whose parents did not attend college (about 65%). The one group with juniors was the exception and included students who were already motivated to attend college. Students completed the 10 session program and at post-test, their mean scores in (a) ethnic identity; (b) social connectedness; (c) academic self-efficacy; (d) college self-efficacy; (e) career self-efficacy; and (f) school engagement all increased. When we tested this mean difference statistically, *b-e* were all statistically significant. These findings tell us that participants felt more confident, knowledgeable, skillful, and efficacious in completing and pursuing academic, college, and career development related activities. At one particular site, 98% of (most did not have a plan after graduation), all submitted applications to college (CSUs, City College, and some UC schools) and were accepted to at least one. Every student completed a qualitative survey, and a small group of students completed in depth interviews. This qualitative data highlights many aspects of the Program but focuses on a few main issues:

- Students greatly valued hands-on time dedicated to completing FAFSA and college application forms. On average, students spent at least 3 computer lab sessions with their school counselors working in groups on these forms.
- Students greatly appreciated knowledge about high school requirements, college admissions, and financial aid.
- Students felt empowered when they realized the types of resources available to them and the various access points.
- Students deeply appreciated the counselors making the sessions fun, engaging, and personally relevant. Counselors created games, gave out small incentives, and were very encouraging throughout.

For more information about this curriculum, please contact Professor Christine Yeh, University of San Francisco at cjyeh@usfca.edu

University of San Francisco
School of Education
Counseling Psychology

PPS Traineeship III – 0702-622-01/02
PPS Internship III – 0702-604-01/02

FALL 2011 – SPRING 2012

School Counseling Needs Assessment and Program Audit: 2nd Year Trainee/Internship Project: Fall and Spring semesters

Students will audit the School Counseling Program at the Fieldwork site. You will submit a paper detailing your survey and review of counseling services. This assignment is broken down into four components:

1. Counselor Observation
2. Teacher Observation
3. Needs Assessment
4. Program Audit

Some questions to ask ourselves:
What is the purpose of a School Counseling Needs Assessment and Program Audit?
What do we hope to accomplish by surveying student support services at a school site?
What types of services and/or programs represent a School Counseling Program?
To whom do we go to get feedback and information about the School Counseling Program?
In what ways do we want to collect feedback? Easy, efficient, fewest, most?
What will we do with the results of our collection of information and survey of services?

Counselor Observation – Fall semester

Spend a day observing your school counseling supervisor.
Describe the school (ie. Urban/suburban, elementary/secondary, alternative/comprehensive/college prep/neighborhood school) number of students, number of staff, ethnic representation of both staff and students. Describe the counseling setting. Log your observations: How many students did the counselor work with on this particular day? Describe them. What kind of issues was s/he dealing with? Describe them. How did the Counselor handle these issues? What did you feel about how they were handled? Would you have handled them similarly or different? Formulate some questions about what you observed. Discuss these questions with your supervisor (ie. What was the rationale for…?, etc.). discuss your overall impressions of what it is like to be a Counselor in this environment.

Teacher Observation – Fall semester

Spend 3 different classroom periods observing 3 different teachers.
Please discuss this with your school counseling supervisor in order that s/he might help you approach these teachers for permission. This assignment is designed to address classroom management issues and their impact on counseling contacts. Therefore, I would like you to

observe teachers with different teaching styles. These should be teachers who the counselor believes represent various teaching strengTHS and/or weaknesses. Describe the setting, the subject, the students, the teacher (use similar descriptives to the above demographics). Log your observations. Describe the atmosphere in the class: noise level, attentiveness of the students. How did the teacher engage the students? What type of, if any, classroom management issues arose? How were they handled? Discuss the potential for a referral to the counselor and how you might handle the issue were the student to arrive in your office. Discuss your overall impressions of what it is like to be a teacher in this environment. Discuss your overall impressions of what it is like to be a student in this environment.

In developing a Needs Assessment and Program Audit:
What kind of questions would you ask?
Who would you ask?
How would the assessment be administered?
Who would administer it?
Would you develop different instruments depending upon whom you were interviewing?
How will you make sense of the responses?

Needs Assessment Interview – Spring semester
Interview the following individuals at your school site: administrator, teacher, counselor, student, parent, classified staff member.
Describe all the guidance and counseling services offered (at your school)
What is good about the school's guidance program
What areas need improvement?
What suggestions would you make for improvement?

School Counseling Program Audit – Spring semester
Provide a description of the school, community and counseling program.
Describe and discuss the structural components:, program philosophy and planning.
Describe and discuss the guidance curriculum.
Describe and discuss individual student planning, responsive services, system support.
See the ASCA National Model Workbook – Program Audit can be found on DVD

Who would you want to inform regarding the results?
How would you use the results?

What should be included in a School Counseling Program Audit?

1. Does a Foundation for the ASCA National Model exist?
    - Core beliefs
    - Philosophy
    - Mission statement
    - Domains and goals
2. Does a Delivery System for the ASCA National Model exist?
    - Guidance curriculum
    - Individual student planning

  - Responsive services
  - System supports
3. What does the Management System for the School Counseling Program look like?
  - Is there a Management agreement, Counselor/Principal Agreement
  - Does an Advisory Council exist
  - How is data and time used
  - Is there an Action Plan
  - Do schedules and Calendars exist
4. What is the Accountability System for the School Counseling Program?
  - Results report
  - Counselor performance Standards
  - Program Audit

In observing and working with the School Counselors:
Do they consider themselves leaders, advocates, collaborators, change agents?
Are they considered leaders, advocates, collaborators, change agents?
Does s/he model:

  - Leadership
  - Advocacy Collaboration
  - Systemic Change

Please provide examples of the above.

What are your recommendations?

- guidance curriculum,
- individual student planning
- responsive services
- system supports
- overall

ASCA National Model Workbook, Alexandria, VA, wwwschoolcounselor.org, (703) 683-2722

SFUSD SAN FRANCISCO PUBLIC SCHOOLS

MIDDLE SCHOOL Level Health Related Professional Development Opportunities
2011-2012

Student Support Services
San Francisco Unified School District

SAVE THESE DATES!

➔ **Workshop dates, locations & times are tentative. Please consult online calendar.**

Health Education full day Trainings/Workshops - 1515 Quintara St. unless otherwise stated
(Substitute provided for classroom teachers)

MS Youth Outreach Worker Training
Thursday, September 22, 2011 or Thursday, October 20, 2011, 8:00 a.m. – 3:30 p.m.
***Project Alert* Drug Prevention Education**
Tuesday, September 27, 2011, 8:30 p.m. – 3:30 p.m.
Research-based curriculum recommended for 7th grade
Brief Intervention Training (MS & HS) First Semester
Wednesday, October 5, 2011
Sexuality and HIV/STD Prevention (MS & HS)
Wednesday, November 30, 2011, 8:00 a.m. – 3:30 p.m.
Positive Prevention, research-based HIV/STD Prevention Curriculum for both MS & HS
LGBTQ Youth and Health (Drugs, HIV/STDs and Safety) (MS & HS)
Thursday, November 17, 2011 8:30 a.m.– 3:30 p.m.
Brief Intervention Training (MS & HS) Second Semester
Wednesday, January 18, 2012, 8:00 a.m. – 3:30 p.m.

Health in the Afternoon – 1515 Quintara St. unless otherwise stated
(Stipend provided for classroom teachers)

Foster Youth Services Liaison Orientation
Monday September 26, 2011, 1:00 p.m. – 4:00 p.m.
Foster Youth Services Liaison Mid-Year Meeting (MS & HS)
Tuesday, January 31, 2012, 2:00 p.m. – 4:00 p.m.
Secondary Nutrition Workshop (MS & HS) –
Thursday, February 16, 2012, 4:00 p.m. – 6:30 p.m.
Supplemental Nutrition Education resources and activities
Foster Youth Services Liaison End of the Year celebration – TBD

Nutrition Education Workshops

☐**Nutrition & Learning, Part 1**
Setting up a healthy learning environment
Wednesday, January 25, 2012, 4:00 – 6:00 p.m., 1515 Quintara St.
☐**Nutrition & Learning, Part 2**
Linking nutrition to science curricula
Wednesday, February 22, 2012, 4:00 – 6:00 p.m., Location TBD
☐**Nutrition & Learning, Part 3**
Nutrition links to family and community
Wednesday, March 21, 2012, 4:00 – 6:00 p.m., 1515 Quintara St.

HIGH SCHOOL Level Health Related Professional Development Opportunities

2011-2012

SAVE THESE DATES!

➔ **Workshop dates, locations & times are tentative. Please consult online calendar.**

Health Education full day Trainings/Workshops - 1515 Quintara St.
(Substitute provided for classroom teachers)

Youth Outreach Worker Training
Thursday, October 25, 8:00 a.m. – 3:30 p.m.
Brief Intervention Training (MS & HS)
Wednesday, October 5, 2011 OR
Wednesday, January 18, 2012, 8:00 a.m. – 3:30 p.m.
Youth Outreach Worker Training (repeat of September 15)
Tuesday, October 25, 2011, 8:00 a.m. – 3:30 p.m.
Secondary Sexuality, HIV/STD Prevention (MS & HS)
Wednesday, November 30, 2011, 8:00 a.m. – 3:30 p.m.
Positive Prevention, research-based HIV/STD Prevention Curriculum for both MS & HS
LGBTQ Youth and Health (Drugs, HIV/STDs and Safety) (MS & HS)
Thursday, November 17, 2011 8:30 a.m. – 3:30 p.m.

Health in the Afternoon – 1515 Quintara St. *(Stipend for classroom teachers)*

Foster Youth Services Liaison Orientation
Wednesday, September 21, 2011, 1:00 p.m. – 4:00 p.m.
***Toward No Drug Abuse* Training**
Thursday, October 13, 2011 OR Tuesday, January 17, 2012, 4:00 p.m. – 6:00 p.m.
Foster Youth Services Liaison Mid-Year Meeting (MS & HS)
Tuesday, January 31, 2012, 2:00 p.m. – 4:00 p.m.
HS Youth Outreach Coordinator Training
Monday, February 6, 2012, 4:00 p.m. – 6:00 p.m.
Secondary Nutrition Workshop (MS & HS) –
Thursday, February 16, 2012, 4:00 p.m. – 6:30 p.m.
Supplemental Nutrition Education resources and activities
Foster Youth Services Liaison End of the Year celebration – TBD

Nutrition Education Workshops

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SF State and the Early Start Program (ESP)

New Enrollment Requirement for Fall 2012-- First-time Freshmen

The CSU wants to help first-time freshmen applicants get an "Early Start" in their preparation for college level work. Starting fall 2012, new freshmen who are deemed not ready for college-level English and/or math (see below) will need to start the remediation process no later than the summer before their first term.

If students need remediation in either English or math or both, they must take extra steps to address this requirement. Students will be notified throughout the process of application, admission, and registration about this requirement.

How much will ESP cost?

Early Start Programs estimated fee is $182 per unit, but is subject to change based on approved fee increases.

California residents who apply for financial aid and have an Estimated Family Contribution of $5,000 or less will be eligible for a waiver of the per unit fee.

What Can Students Do to Prepare for ESP?

1) Take the EPT if:

- Early Assessment Program (EAP): test scores (from STAR results) indicate "not yet demonstrating readiness for CSU or participating CCC college-level English"
- SAT Critical Reading score is less than 500
- ACT English score is less than 22
- AP Language and Composition or AP Literature and Composition score is less than 3
- *If students earn a qualifying score on the EAP, SAT, ACT or AP exams, they will be exempt from Early Start in English.

2) Take the ELM if:

- Early Assessment Program (EAP): test scores (from STAR results) indicate "not yet demonstrating readiness for CSU or participating CCC college-level mathematics"

- Early Assessment Program (EAP): test scores (from STAR results) indicate "ready for CSU or participating CCC college-level mathematics-**conditional**" and did not complete an approved year-long math course in your **senior** year with a C or better or did not enroll in a supervised e-Learning course

- SAT Math score is less than 550

- SAT Subject Math (level 1 or 2) is less than 550

- ACT Math score is less than 23

- AP Calculus or AP Statistics score is less than 3

- *If students earned a qualifying score on the EAP, SAT, SAT Subject, ACT or AP exams, they will be exempt from Early Start in math.

3) Register for the ELM/EPT -- http://www.sfsu.edu/future/dates/dates.html#tests

Exemptions: The following students will not be required to participate in Early Start for fall 2012:

- *International students and residents of states other than California (non-residents).*

- *Students participating in the SF State Summer Bridge Program.*

4) If a student takes the EPT/ELM and their scores are in the following ranges, the student will need to participate in the Early Start Program:

- Your score on the English Placement Test (EPT) was less than 138.

- Your score on the Entry Level Math Test (ELM) was less than 50.

5) Encourage Remedial Students to Participate in the Early Start Program:

- Summer session courses will be offered at all CSU campuses.

- ESP can be completed at any CSU that is convenient for the student. **However, we strongly encourage students to take the ESP at their destination campus.** SF State will offer an on-line option in math and English.

- Course registration links and information will be available in spring.

- If students do not sign up for Early Start, they will not be able enroll in classes at the CSU.

- Students can also enroll in an approved Community College course.

6) Advice for Students:

- Ensure that students take the Early Assessment test in their junior year and release their scores.http://www.calstate.edu/eap/

- Ensure that students takes the EPT/ELM their senior year, if they have not received an exemption on the EAP.

- Encourage students to take the EPT/ELM early (March 2012, preferred)!

- Study test prep materials and questions are available to help students maximize their scores. (Note: students can only take the EPT once and the ELM twice.)

- Encourage students to take the ACT or SAT if possible. ACT and SAT tests must be taken no later than December for admission purposes, but can be re-taken for Early Start and exemption purposes.

- Access EAP scores online at EAP Test Results Online .

7) Resources:

1. Printable Early Start Program Guidelines (pdf)

2. EPT/ELM Information

3. CSU English Success
4. EPT Exam Prep
5. Focus on English (pdf)
6. CSU Math Success
7. ELM Exam Prep
8. ELM sample problem booklet (pdf)
9. Focus on Math (pdf)

What can high school juniors do to prepare?

Math and English skills are critical to success in college regardless of the intended major. Through the Early Assessment Program (EAP), California juniors have the opportunity to measure their English and math skills towards the end of the 11th grade. As a result, juniors are strongly encouraged to take the EAP test. Results are available at the beginning of the senior year and can be used to ensure students are using their senior year to become “college-ready” if they are not already. As students are planning their senior class schedules, it is important to know that a math course in the senior year is good for all students in preparing them for college success! And it is really essential for those interested in science based and technical majors (science, engineering, nursing, etc).

The best way to ensure success in college and to avoid spending the summer after high school graduation at a CSU is to be prepared in English and math!

For more information on the CSU EAP program, see the CSU English and Math Success web sites.

If you are interested in receiving more information and training on ESP and EAP, please feel free to contact me.

Christa Amouroux, Ph.D.
Early Assessment Program Manager
Early Start Program
Reading Institute for Academic Preparation
Lecturer, Department of Anthropology
San Francisco State University
Division of Undergraduate Studies
1600 Holloway Avenue
Administration Building, 4th Floor Room 447G
San Francisco, CA
94132-4045
Phone: 415.637.2792

From: California Association of School Counselors <businessmanager@schoolcounselor-ca.org>
Date: October 11, 2011 11:17:58 AM PDT
To: nlgibbons415@gmail.com
Subject: **2011 Northern California Conference**
Reply-To: businessmanager@schoolcounselor-ca.org

Having trouble viewing this email? Click here

Hi, just a reminder that you're receiving this email because you have expressed an interest in California Association of School Counselors. Don't forget to add businessmanager@schoolcounselor-ca.org to your address book so we'll be sure to land in your inbox!

You may unsubscribe if you no longer wish to receive our emails.

CASC & H.B. McDaniel Foundation Northern California Conference November 12, 2011

You Asked For It - You Got It!

Quick Links

- CASC Website
- HB McDaniel Website
- Conference Registration
- Become a CASC Member!

Conference Sponsors

So many of you have asked for a northern California conference, that we just had to make it happen. CASC will once again partner with the H.B. McDaniel Foundation to provide you with a spectacular one day event on Saturday, November 12! Please join us on the famed Stanford campus in Palo Alto for a full day of professional development on numerous topics relevant to working with students today. We look forward to seeing you there!

DATE: Saturday, November 12, 2011
TIME: 8:30 a.m. - 5:00 p.m.
LOCATION: Stanford University, CERAS Building
REGISTRATION: $59, Graduate students $39

Below are a few of the workshop topics that will be available at the event:

- Supervision
- Grief
- Self-care
- LGBTQ
- Substance Abuse
- Peer Leadership
- Working with Boys
- Homelessness/Foster Youth
- Resilience/Achievement Gap
- Fatherlessness
- Intercultural Counseling w/Parents
- Teen Dating Violence
- Motivating Guidance Presentations

Don't miss out on this rare opportunity for professional development in northern California! Register today!

More Conferences

'Safe Zone' Certification
October 14, 2011

CASC Southern California Conference
November 3-5, 2011

Forward email

This email was sent to nlgibbons415@gmail.com by businessmanager@schoolcounselor-ca.org | Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.
California Association of School Counselors | P.O. Box 1647 | Duarte | CA | 91009

CPSY 623 – Newsletter Subscriptions

---------- Forwarded message ----------
From: **Niki Gibbons** <nlgibbons415@gmail.com>
Date: Thu, Sep 8, 2011 at 1:33 PM
Subject: Accomplished Teacher by Smart Brief and other websites to subscribe to
To: cchu15@usfca.edu, addavis@usfca.edu, dpdworak@usfca.edu, cjgibson@usfca.edu, lmach@usfca.edu, nmedrano@usfca.edu, arparise@usfca.edu, sashea@usfca.edu, tctokeshi@usfca.edu

Colleagues,

I am forwarding one of the subscriptions that I would like you to consider subscribing to as well as the websites to subscribe to the other two. You should have received a forward for me for the CSCAN newsletter. Happy reading.

SchoolCounselor.com eNewsletter

This free e-newsletter is a service of Editorial Projects in Education, Inc., 6935 Arlington Road, Suite 100, Bethesda, MD 20814. EPE is the publisher of *Education Week*, *Digital Directions*, *Teacher Professional Development Sourcebook*, edweek.org, teachermagazine.org, DigitalDirections.org, TeacherSourcebook.org, and TopSchoolJobs.org.

Niki

APPENDIX II:
Student Information and Documents

SCHOOL COUNSELING COMPETENCY ATTESTATION SHEET

Competency: Law and Ethics for School Counselors

During coursework and fieldwork a USF trainee or intern is expected to implement the knowledge gamed and practice the skill learned in legal and ethical issues. List activities in applying law and ethics with K-12 grade children and adolescents. On-site supervisor must initial each entry verifying that this activity occurred in supervised field practice. Fieldwork instructor must approve all activities once initialed by site-supervisor.

Form should be typed.
Site supervisor or instructor approves by providing initials.
University FW supervisor approves by initialing and dating in the "approved" column.

Activities **Initial**
Approved

1.	*Title of Activity/Event/Assignment* *Description. . . .* *Name of Site Supervisor or Instructor*		
2.			
3.			
4.			

Student name (print) Student signature Date

Fieldwork Instructor (print) Fieldwork Instructor signature Date

SCHOOL COUNSELING COMPETENCY ATTESTATION SHEET

Competency: Consulting with Parents and Teachers

During coursework and fieldwork a USF trainee or intern is expected to implement the knowledge gamed and practice the skill learned in consulting with parents and teachers. List activities in applying consulting with parents and teachers with K-12 grade children and adolescents. On-site supervisor must initial each entry verifying that this activity occurred in supervised field practice. Fieldwork instructor must approve all activities once initialed by site-supervisor.

Form should be typed.
Site supervisor or instructor approves by providing initials.
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2.			
3.			
4.			

Student name (print) Student signature Date

Fieldwork Instructor (print) Fieldwork Instructor signature Date

SCHOOL COUNSELING COMPETENCY ATTESTATION SHEET

Competency: Group Counseling

During coursework and fieldwork a USF trainee or intern is expected to implement the knowledge gamed and practice the skill learned in group counseling. List activities in applying group counseling with K-12 grade children and adolescents. On-site supervisor must initial each entry verifying that this activity occurred in supervised field practice. Fieldwork instructor must approve all activities once initialed by site-supervisor.

Form should be typed.
Site supervisor or instructor approves by providing initials.
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Approved

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2.			
3.			
4.			

Student name (print) Student signature Date

Fieldwork Instructor (print) Fieldwork Instructor signature Date

SCHOOL COUNSELING COMPETENCY ATTESTATION SHEET

Competency: Counseling Theory and Skills

During coursework and fieldwork a USF trainee or intern is expected to implement the knowledge gamed and practice the skill learned in counseling theory and skills. List activities in applying counseling theory and skills with K-12 grade children and adolescents. On-site supervisor must initial each entry verifying that this activity occurred in supervised field practice. Fieldwork instructor must approve all activities once initialed by site-supervisor.

Form should be typed.
Site supervisor or instructor approves by providing initials.
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Approved

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4.			

Student name (print) Student signature Date

Fieldwork Instructor (print) Fieldwork Instructor signature Date

SCHOOL COUNSELING COMPETENCY ATTESTATION SHEET

Competency: Career and College Counseling

During coursework and fieldwork a USF trainee or intern is expected to implement the knowledge gamed and practice the skill learned in career and college counseling. List activities in applying career and college counseling with K-12 grade children and adolescents. On-site supervisor must initial each entry verifying that this activity occurred in supervised field practice. Fieldwork instructor must approve all activities once initialed by site-supervisor.

Form should be typed.
Site supervisor or instructor approves by providing initials.
University FW supervisor approves by initialing and dating in the "approved" column.

Activities **Initial**
Approved

1.	*Title of Activity/Event/Assignment* *Description. . . .* *Name of Site Supervisor or Instructor*		
2.			
3.			
4.			

Student name (print) Student signature Date

Fieldwork Instructor (print) Fieldwork Instructor signature Date

SCHOOL COUNSELING COMPETENCY ATTESTATION SHEET

Competency: Cross Cultural Counseling

During coursework and fieldwork a USF trainee or intern is expected to implement the knowledge gamed and practice the skill learned in cross cultural counseling. List activities in applying cross cultural counseling with K-12 grade children and adolescents. On-site supervisor must initial each entry verifying that this activity occurred in supervised field practice. Fieldwork instructor must approve all activities once initialed by site-supervisor.

Form should be typed.
Site supervisor or instructor approves by providing initials.
University FW supervisor approves by initialing and dating in the "approved" column.

Activities **Initial**
Approved

1.	*Title of Activity/Event/Assignment* *Description. . . .* *Name of Site Supervisor or Instructor*		
2.			
3.			
4.			

Student name (print) Student signature Date

Fieldwork Instructor (print) Fieldwork Instructor signature Date

SCHOOL COUNSELING COMPETENCY ATTESTATION SHEET

Competency: Assessment

During coursework and fieldwork a USF trainee or intern is expected to implement the knowledge gamed and practice the skill learned in assessment. List activities in applying assessments with K-12 grade children and adolescents. On-site supervisor must initial each entry verifying that this activity occurred in supervised field practice. Fieldwork instructor must approve all activities once initialed by site-supervisor.

Form should be typed.
Site supervisor or instructor approves by providing initials.
University FW supervisor approves by initialing and dating in the "approved" column.

Activities **Initial**
Approved

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2.			
3.			
4.			

Student name (print) Student signature Date

Fieldwork Instructor (print) Fieldwork Instructor signature Date

SCHOOL COUNSELING COMPETENCY ATTESTATION SHEET

Competency: Child and Adolescent Development

During coursework and fieldwork a USF trainee or intern is expected to implement the knowledge gamed and practice the skill learned in child and adolescent development. List activities in applying child and adolescent development with K-12 grade children and adolescents. On-site supervisor must initial each entry verifying that this activity occurred in supervised field practice. Fieldwork instructor must approve all activities once initialed by site-supervisor.

Form should be typed.
Site supervisor or instructor approves by providing initials.
University FW supervisor approves by initialing and dating in the "approved" column.

Activities **Initial**
Approved

1.	*Title of Activity/Event/Assignment* *Description. . . .* *Name of Site Supervisor or Instructor*		
2.			
3.			
4.			

Student name (print) Student signature Date

Fieldwork Instructor (print) Fieldwork Instructor signature Date

SCHOOL COUNSELING COMPETENCY ATTESTATION SHEET
Leadership, Collaboration and Coordination of Pupil Support Systems

During coursework and fieldwork a USF trainee or intern is expected to implement the knowledge gamed and practice the skill learned in leadership, collaboration and coordination of pupil support systems. List activities in applying leadership, collaboration and coordination of pupil support systems with K-12 grade children and adolescents. On-site supervisor must initial each entry verifying that this activity occurred in supervised field practice. Fieldwork instructor must approve all activities once initialed by site-supervisor. Fieldwork instructor must approve all activities once initialed by site-supervisor.

Form should be typed.
Site supervisor or instructor approves by providing initials.
University FW supervisor approves by initialing and dating in the "approved" column.

Activities **Initial**
Approved

1.	*Title of Activity/Event/Assignment* *Description. . . .* *Name of Site Supervisor or Instructor*		
2.			
3.			
4.			

Student name (print) Student signature Date

Fieldwork Instructor (print) Fieldwork Instructor signature Date

SCHOOL COUNSELING COMPETENCY ATTESTATION SHEET

Competency: Learning and Instruction

During coursework and fieldwork a USF trainee or intern is expected to implement the knowledge gamed and practice the skill learned in learning and instruction. List activities in applying learning and instruction with K-12 grade children and adolescents. On-site supervisor must initial each entry verifying that this activity occurred in supervised field practice. Fieldwork instructor must approve all activities once initialed by site-supervisor.

Form should be typed.
Site supervisor or instructor approves by providing initials.
University FW supervisor approves by initialing and dating in the "approved" column.

Activities **Initial**
Approved

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2.			
3.			
4.			

Student name (print) Student signature Date

Fieldwork Instructor (print) Fieldwork Instructor signature Date

SCHOOL COUNSELING COMPETENCY ATTESTATION SHEET

Competency: Prevention and Early Intervention Strategies

During coursework and fieldwork a USF trainee or intern is expected to implement the knowledge gamed and practice the skill learned in prevention and early intervention strategies. List activities in applying prevention and early intervention strategies with K-12 grade children and adolescents. On-site supervisor must initial each entry verifying that this activity occurred in supervised field practice. Fieldwork instructor must approve all activities once initialed by site-supervisor.

Form should be typed.
Site supervisor or instructor approves by providing initials.
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Activities **Initial**
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1.	*Title of Activity/Event/Assignment* *Description. . . .* *Name of Site Supervisor or Instructor*		
2.			
3.			
4.			

Student name (print) Student signature Date

Fieldwork Instructor (print) Fieldwork Instructor signature Date

SCHOOL COUNSELING COMPETENCY ATTESTATION SHEET

Competency: Research and Program Evaluation

During coursework and fieldwork a USF trainee or intern is expected to implement the knowledge gamed and practice the skill learned in research and program evaluation. List activities in applying research and program evaluation with K-12 grade children and adolescents. On-site supervisor must initial each entry verifying that this activity occurred in supervised field practice. Fieldwork instructor must approve all activities once initialed by site-supervisor.

Form should be typed.
Site supervisor or instructor approves by providing initials.
University FW supervisor approves by initialing and dating in the "approved" column.

Activities **Initial**
Approved

1.	*Title of Activity/Event/Assignment* *Description. . . .* *Name of Site Supervisor or Instructor*		
2.			
3.			
4.			

Student name (print) Student signature Date

Fieldwork Instructor (print) Fieldwork Instructor signature Date

USF SCHOOL COUNSELING PROGRAM
FINAL PRACTICUM EVALUATION FORM

This evaluation form attests to the competency of the candidate named below in meeting practicum requirements of the program outlined in the practicum guidelines.

Name of Student (print) ____

Name of Mentor Counselor ____

At the end of the semester, the Mentor Counselor will provide a narrative evaluation of the student noting acquired skills, personal strengTHS, and any areas needing attention or improvement before the candidate starts formal fieldwork practice.

Comments by On-Site Supervisor/Mentor Counselor of candidate's performance based on guidelines:

____
Supervisor/Mentor Counselor Signature Date

____
Date PPS Credential Issued

Comments by USF Candidate of her/his performance:

USF Candidate Signature Date

Comments by University Fieldwork Supervisor of candidate's performance:

University Fieldwork Supervisor Signature Date

SCP Acceptance Email

----- Forwarded Message ----
From: Estella Pabonan <epabonan@usfca.edu>
To:
Sent: Thu, May 5, 2011 5:24:31 PM
Subject: Welcome to the University of San Francisco, School Counseling Program - Fall 2011

Dear :

Congratulations on your acceptance into the School Counseling Program (SCP) at the University of San Francisco. Dr. Christine Yeh and I sincerely hope that you will be joining the USF community. Your official acceptance letter has been placed in the mail for you. In the meantime, I would like to touch base with you on several important items. Please be sure to read the following information thoroughly and carefully as they will help answer many questions asked by newly admitted students.

DEPOSIT
Since we use rolling admissions, a deposit will secure your space. Please contact Helen Huynh at hhuynh3@usfca.edu with any questions about the deposit. Please also let her know if you have already sent the deposit so she may update her records.

FINANCIAL AID
If you have not yet applied for financial aid, please submit your Free Application for Federal Student Aid (FAFSA) today. Visit USF's One Stop web pages and click on the FINANCIAL AID link at the top of the page.

Any questions related to financial aid or tuition payment are to be directed to the Office of Financial Aid at 415-422-2020.

SCHOOL PLACEMENT
As you know, you will be starting a traineeship placement in September. If you are interested in a placement with the San Francisco Unified School District (SFUSD), you are required to attend one of the informational sessions listed on the attached flier. Please RSVP to Theresa Jahangir at jahangirt@sfusd.edu.

If you are not interested in a SFUSD school placement, you may contact schools directly and schedule an interview. To help you locate schools, here is a link to the California School Directory: http://www.cde.ca.gov/re/sd/

The Program also maintains a file of non-SFUSD schools at which past students have been placed. If you are interested in these schools, please email me with your cities/school districts of choice and I will forward their contact information. Please note that schools do not always contact us with staff/personnel changes so if you find our contact information has changed, please let me know so I may update our files.

Attached are items, which will be helpful for you during your placement search:
* School Counseling Program Description
* School Counseling Program Fieldwork Manual, which contains information on our specific fieldwork requirements. Feel free to discuss with potential schools.
* Introduction Letter, which you may offer to the principal or head counselor at the school you are interviewing.

Once you have secured a placement, please forward to me the school name, school address, school district, mentor counselor name, email & telephone number.

PROFESSIONAL LIABILITY INSURANCE

Before beginning your placement, you will need to have professional liability (malpractice) insurance. For information on obtaining student insurance, visit one of the following Web sites:
http://www.cphins.com/
http://www.hpso.com/

ORIENTATION & REGISTRATION

Please save the following two (2) orientation dates on your calendar:
New Student Orientation: Thursday, August 18
Fieldwork Orientation: Friday, August 19.

In late July/early August, the University will mail an orientation information packet to all new students. The packet will contain the orientation schedule with specific times and locations. If your mailing address is different from the address on your university application, please email me so we may update our files.

All new students will register at the same time at New Student Orientation. You will receive specific class information at that time (instructor, class rooms, etc). Be sure to bring your USFconnect login and password to orientation as you will need both to register. If you have not received your USFconnect login and password, or if you have trouble accessing your USFconnect account, contact the USF ITS Help Desk at 415-422-6668 or itshelp@usfca.edu.

FALL 2011 TEACHING WEEKEND SCHEDULE

Class days and times are Fridays, 5:00-9:45p and Saturdays, 8:00a-5:15p, except for August 20 and Fieldwork Fridays (see below).

August 20 (this first teaching Saturday follows a special schedule of 7:30a-12:15p...for first semester students only)
August 26/27
September 9/10
September 23/24
October 14/15
October 28/29
November 4/5
November 18/19
December 2/3

Fieldwork Fridays (5:00p-8:00p):
September 16
September 30
October 21
November 11

At orientation, the teaching weekend schedule for the remainder of your program will be distributed.

If you have further questions, feel free to contact me at epabonan@usfca.edu. I look forward to seeing you this coming fall.

Sincerely,

EstellaPabonan, M.A.
Programs' Coordinator
Counseling Psychology Department
School of Education
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117

SCP Fieldwork Manual

INTRODUCTION

The University of San Francisco, Counseling Psychology Department offers a 48-unit program in School Counseling for graduate students who wish to pursue a career counseling children and adolescents in K-12 public schools. USF students are eligible to receive a California Pupil Personnel Services Credential in School Counseling upon completing coursework and fieldwork requirements. The program is fully accredited by the Western Association of Schools and Colleges (WASC) and meets all preconditions, standards, and requirements of the California State Commission on Teacher Credentialing (CTC).

Candidates enrolled in the School Counseling Program must demonstrate knowledge and skill through course work and field practice in the following areas: Assessment; personal and social counseling; cross cultural counseling; group counseling; child and adolescent development; academic and career counseling; consultation with parents and teachers; legal aspects and professional ethics; learning and instruction; prevention and early intervention strategies; leadership, collaboration, coordination of pupil support systems; and research and program evaluation.

I. The Fieldwork Placement Manual

The purpose of the Fieldwork Placement Manual is to (a) assist candidates in meeting requirements and understanding procedures and regulations in order to successfully complete the Pupil Personnel Services Credential Traineeship or Internship. In addition, this manual serves as a guide for University field supervisors and school-site supervisors (Mentor Counselors).

Candidates may use this manual as a resource throughout their traineeship or internship to clarify required credential and Masters program fieldwork requirements. Appendix A includes a list of basic definitions of terms used in the fieldwork placement manual and in field practice.

II. Requirements and Organization of Field Placement

A. School Counseling Fieldwork Requirements

The CTC requires that candidates complete a minimum of six hundred (600) hours of supervised field practice performing the functions of school counselors in a K-12 public school setting. Field experience begins after successful completion of Fieldwork Practicum and three foundation courses.

Practicum: Candidates begin fieldwork experience in the first semester of the program and complete one hundred (100) clock hours of practicum experience. The practicum experience is in a K-12 public school where they will shadow and observe an experienced school counselor, become oriented to the school culture, participate in school-based meetings and activities, observe classroom instruction, learn school and community-based programs and resources, and begin to meet with students.

Field Experience: The field experience provides the opportunity for candidates to learn and practice the functions of school counselors in school counseling and guidance domains, under supervision. The program requires candidates to complete the following fieldwork requirements:

(4) Of the 600 hours of fieldwork, 400 hours must be experienced with K-12 students in public schools under the supervision of a counselor/practitioner who holds a valid PPS credential.

(5) Fieldwork hours must be gained in two of three school levels (elementary, middle, or high school) and shall include a minimum of 200 hours at each of the two selected levels.

(6) Of the 600 hours of fieldwork, 200 hours may be completed in settings other than public schools that serve the counseling needs of youth, and candidates must receive supervision from an experienced practitioner appropriate for the setting.

(7) At least 150 hours of fieldwork shall be devoted to issues of diversity, and candidates can gain the experience through either a) 100 hours experience in a diversity program or with the development and implementation of a program that addresses diversity issues and 50 hours counseling at least ten (10) pupils (individually and/or in a group) of a racial and ethnic background different from that of the candidate; or b) all 150 hours counseling pupils of a racial and ethnic background different from that of the candidate.

(8) Candidates receive and must attend one (1) hour of individual or one-and-one-half (1.5) hours of small group (limit 4 interns per group) supervision per week provided by a counselor/practitioner who holds a valid PPS credential.

(9) Candidates receive and must attend three (3) hours of group supervision provided in the fieldwork courses throughout the field experience and performed by University fieldwork instructors.

In the public schools, candidates must be supervised by an experienced school practitioner holding a valid PPS credential for at least two years. The program prefers that the supervisor have a PPS Credential as a School Counselor to provide professional mentorship to students. However, school practitioners with a PPS Credential as a School Psychologist or School Social Worker may serve as school site supervisors.

B. Fieldwork Structure

Candidates completing the PPS Credential and masters in School Counseling are enrolled in fieldwork classes throughout the program.

Practica: Fall, first semester: 619 Fieldwork Practicum and complete 100 clock hours of practicum experience.

During the practicum course candidates become familiar with the fieldwork requirements, their placement settings, the role of school counselors, the counseling competencies and how they can be met throughout their fieldwork experience.

Field Experience: The field experience of 600 clock hours is completed in four semester courses with candidates expected to complete about 150 hours of fieldwork per semester. Candidates are enrolled in the following courses:

Spring, 2nd Semester: PPS Traineeship I (620); or PPS Internship I (602).

During this fieldwork course candidates are assisted in understanding their role in the school setting, developing their counseling skills, legal and ethical practices, cross cultural issues, and prevention and early intervention strategies in the school setting. Two hundred (200) hours must be accrued in order to complete enough hours for the grade level (i.e. elementary, middle, high school).

Summer, 3rd Semester: PPS Traineeship II (621); or PPS Internship II (603).

During this fieldwork course candidates are assisted in further defining their roles as school counselors through more in-depth examination of professional responsibilities, further refining counseling skills, learning group counseling skills, and assessment issues. With Department approval, students may also use this course to obtain additional fieldwork hours.

Fall, 4th Semester: PPS Traineeship III (622); or PPS Internship III (604).

During this fieldwork course candidates are assisted in further refining counseling skills, practicing group counseling skills, engaging in prevention and early intervention activities, and providing intervention strategies in the classroom.

Spring, 5th Semester: PPS Traineeship IV (623); or PPS Internship IV (605).

During this fieldwork course candidates are assisted in practicing their individual and group counseling skills, academic and career counseling, consulting with parents and teachers, and consulting with schools in developing student services.

Candidates need to be available at least 10 hours per week in order to successfully complete the fieldwork requirements. Some educational settings may require up to 15 hours per week of placement responsibilities. Candidates are responsible for insuring enough hours at each grade level. Candidates seeking the PPS Credential will enroll in fieldwork as either a Trainee or Intern (See C. below).

C. Pupil Personnel Services Internship Credential

The CTC makes provisions for candidates who are offered paid school counselor positions prior to completion of their graduate studies. The Pupil Personnel Services Internship Credential provides candidates with the opportunity to be employed as a school counselor by a school district while enrolled in the program. Upon the recommendation of the University, the CTC will issue the eligible candidate with an Internship Credential.

As a USF Pupil Personnel Services Intern, candidates:

a) assume the duties of a professional school counselor with a valid PPS credential;

b) may work full-time or part-time;

c) are supervised by both the University fieldwork instructor and a professional in the district with a valid PPS credential (School Counseling) for at least 2 years;

d) are compensated for professional counseling services rendered in the schools at a normal pay level with an option of a one-eighth reduction to cover a district’s supervisory costs.

Eligibility for the Internship Credential: Candidates must complete the first semester of coursework where they complete a semester of fieldwork practice and are assessed for meeting basic preparations and competencies to work as a school counselor intern. See Appendix B for Competencies for a PPS Internship Credential. Candidates are eligible to apply for the PPS Internship Credential upon approval by the university fieldwork instructor and the school-site supervisor that the candidate meets the basic competencies, along with the recommendation of the Program Coordinator. Candidates may be eligible to begin a PPS Internship in January, second (spring) semester or anytime thereafter while the candidate is in the program. Upon approval the candidates must complete a PPS Internship Credential application and all program forms. In rare instances, candidates may apply for the Internship Credential Option their first semester, pending approval from the Program Coordinator. In these circumstances, candidates must simultaneously enroll for fieldwork practicum.

Procedures for obtaining the Internship Credential: When candidates have obtained a paid school counseling internship position they must complete the following forms and submit them to the Credential Analyst's office at USF:

1. Complete a Formal Request for PPS Intern Credential application and submit to the Credential Analyst with the documents listed below.

2. The Verification of Eligibility for the PPS Internship Program Form that requires signatures from the sponsoring school or district indicating their intention to hire the candidate. See Appendix C.

3. The Mentor Counselor Agreement form indicating availability of a PPS (School Counseling) credentialed counselor working for the sponsoring school or district to provide orientation the counseling position, 1 hour of weekly supervision, and ongoing guidance and mentoring. See Appendix D.

4. Competencies for a PPS Intern Credential form that requires signatures from on-site supervisor, university fieldwork supervisor and program coordinator.
   See Appendix B.

Candidates who receive the PPS Internship Credential are enrolled in the fieldwork classes as a PPS Intern. Fieldwork and school counseling competency requirements for the PPS Internship remain the same as those required for the PPS Traineeship.

III. Field Placement Process and Documentation

A. Establishing the Placement

The Programs' Coordinator and university fieldwork instructor assists candidates in finding a suitable placement in a school setting. Placement is secured as early in the semester as possible to ensure that required fieldwork hours can be completed by the end of the semester.

- □□San Francisco Placements Candidates doing their School Practicum, Traineeship and/or Internship within the city of San Francisco will work with the San Francisco

Unified School District office to find an appropriate placement. Regular information meetings are held in the Spring and Summer semesters to help facilitate this process.

- □□Placements outside San Francisco Candidates are encouraged to check with schools in their local community or those with which they have had some previous contact. The University Program Coordinator or Fieldwork Instructor can assist with school site suggestions and in some cases facilitate contacts for candidates, if needed. All fieldwork placements must be approved by the USF Fieldwork Instructor.

- To fulfill the requirement of having at least 200 hours in two grade levels candidates complete a traineeship in one grade level (middle school) for two semesters and the second traineeship in a separate grade level (high school) for another two semesters.

- Candidates in full-time paid PPS Internships, must either try to work out some hours, if possible, at another grade level throughout the year and/or develop a summer public school placement with youth in a separate grade level. Those candidates in part-time paid PPS Internships can complete a separate placement in a different grade level during the same semester, during the summer public school placement or obtain another part-time paid internship in a separate grade level.

- The PPS supervisor (Mentor Counselor) does not need to be on site, but the program strongly prefers an on-site supervisor. However, the district supervisor needs to be accessible to trainees or interns and provide the required supervision.

B. Selecting the Placement Site

The USF School Counseling Program has specific requirements in selecting a school site for a PPS traineeship or internship. It is important that candidates who are establishing their own placements consider these requirements for an acceptable setting. A placement site is considered appropriate if it meets a variety of conditions:

- A public school serving children and adolescents (K-12) of diverse ethnic and cultural backgrounds.
- An identified on-site supervisor with a PPS credential and two years of successful experience in the field.
- Availability of regular weekly supervision according to program requirements.
- Availability of a client caseload of 8-12 students a week.
- Availability of a separate room to meet privately with students and parents.
- The opportunity to conduct group sessions with students and parents.
- The opportunity to practice school counseling functions.
- Approval by the USF Fieldwork Instructor.

Optional Summer Placement (with Department approval only):
Only in the event that a student can not meet the 600 hours credential requirement, he/she may complete a summer placement with Department approval.

- A public school or private (parochial) school serving children and adolescents (K-12) of diverse ethnic and cultural backgrounds.
- A community-based service program, agency, or clinic serving children, adolescents and families of diverse ethnic and cultural backgrounds.
- A diverse camp setting for children and youth
- An identified and experienced on-site supervisor. This person does not need to hold a PPS Credential.
- Availability of regular weekly supervision according to program requirements.
- Candidates must accrue 100 clocked hours in direct contact with children and youth. Hours spent in training or program development can not exceed 10% of documented hours.
- Candidates are not permitted to transfer hours from the Spring semester to the Summer semester to meet fieldwork hour requirements
- Approval by the USF Fieldwork Instructor.

C. Placement Documentation

Candidates in the PPS traineeship or internship are required to fully document their field experience. During the fieldwork practicum class, candidates receive the Fieldwork Placement Manual and the necessary paperwork to complete during the field practice. Candidates are expected to complete a Portfolio by the end of each semester which documents all counseling activities and competencies. Documents include the placement agreement, consent forms, methods for recording counseling notes and group notes, a weekly log sheet, supervisor evaluation forms, and counseling competency sheets. In addition, PPS Interns must include copies of the Mentor Counselor Support Agreement and Verification of Eligibility for Internship Credential in the Portfolio. Candidates completing fieldwork in the second year are encouraged to make audio or video tapes of their work (subject to Fieldwork Instructors' requirements).

Candidates are expected to give the Fieldwork Placement Manual to their site supervisors upon entering their placement in schools or in community agencies. It is the candidate's responsibility to ensure that the Mentor Counselor completes all necessary paper work beginning with the School Site Agreement Contract and ending with the Final Fieldwork Evaluation form.

See Appendix E for the Field Placement Portfolio Checklist.

Fieldwork Weekly Log Sheet

Every PPS trainee or intern is required to record all hours acquired at their fieldwork site each semester on a log sheet. These hours are recorded on a weekly basis and represent school counseling activities each trainee or intern is expected to complete. See Appendix F for a sample of the form.

Trainees or interns need to use their best judgment in determining which category they will choose to document the hours. For example, in seeing a student on a personal/social counseling issue, another category stated under Individual Counseling on the log may be addressed. The candidate marks the hour by considering the predominant issue presented. Although candidates cannot double-count hours, a check mark can be placed to indicate a secondary focus to the school counseling experience.

In addition, some descriptions regarding the experiences gathered under the "School Support Skills" category are:

- Law and Ethics: filing a CPS report, confidentiality referral issues, duty to warn, obtaining consent
- Research/Evaluation: participating in a program evaluation, needs assessment, investigation of specific mental health issues, i.e., anorexia, truancy, drugs, child abuse
- Conflict Management: development of a program, identification of student participants, carrying out an actual conflict resolution
- Program Development: time spent on a school wide project, i.e., the development of a plan/presentation of counseling topics for a grade level or school such as violence prevention, making good choices, friendship, etc.
- Project Development: a short term focused activity where the trainee sees a need/interest and develops and implements a student focused project, i.e., school spirit, community service, buddy program for new students, etc.

D. Trainee and Intern Responsibilities

Interview for, and be accepted in, an appropriate placement in the public schools with K-12 children and youth. The placement site must be approved by the fieldwork instructor.

- Provide a copy of the Fieldwork Manual to the school-site supervisor (Mentor Counselor) to obtain a commitment for supervision.
- Provide a copy of the School Site Agreement Contract to the school principal or vice principal and Mentor Counselor for signatures. See Appendix G for a sample of the form.
- Provide a copy of the signed School Site Agreement Contract to the University fieldwork instructor for final signature at the beginning of the semester.
- Begin the fieldwork practice, carry out fieldwork duties as assigned by the Mentor Counselor, and to conduct oneself in a professional manner.
- Adhere to the fieldwork requirements described above and complete the expected hours each semester in order to meet grade level requirements.
- Regularly attend University fieldwork classes and discuss counseling activities or issues, as well as concerns or problems, with the University fieldwork supervisor.
- Meet weekly with the school-site Mentor Counselor to discuss counseling activities, obtain guidance, and receive feedback on field practice performance.
- Obtain a Final Fieldwork Evaluation from the Mentor Counselor after each semester of field practice and turn the evaluation in to the University fieldwork instructor for signature. See Appendix H for a sample of the form.

IV. Supervisors: Requirements and Responsibilities

A. District On-Site Supervisor/Mentor Counselor

- PPS Traineeship or Internship settings require that the supervisor hold the appropriate Pupil Personnel Services Credential for at least two years.

- Placements in community-based programs, and other educational settings require that the supervisor hold the appropriate counseling experience and degree. (for the optional summer placement only.)

- The On-Site Supervisor/Mentor Counselor must provide a variety of relevant activities that involve the USF Trainee or Intern in the acquisition of guidance and counseling skills.

- The On-Site Supervisor/Mentor Counselor must provide supervision for a trainee or intern: one hour per week for individual supervision, or 1.5 hours per week for group supervision.

- The On-Site Supervisor/Mentor Counselor will ensure that the trainee or intern has at least 8-12 individual students to provide some form of counseling during the placement period.

- The On-Site Supervisor/Mentor Counselor will monitor required competencies and will certify that the trainee or intern has adequately met them by signing the weekly log sheet upon completion of the fieldwork activities.

- The On-Site Supervisor/Mentor Counselor will speak directly to the University fieldwork supervisor each semester to review the progress of the trainee or intern.

- The On-Site Supervisor/Mentor Counselor will notify the University fieldwork supervisor if the trainee or intern is not attending supervision meetings, is having difficulties, or is not coming to the agency on a regular basis.

- The On-Site Supervisor/Mentor Counselor will complete a written evaluation of the student’s performance at the end of each semester.

B. University Fieldwork Supervisor

The University Fieldwork Supervisor is responsible for:

- Teaching fieldwork practicum, traineeship, and internship classes each semester.
- Consulting with the trainee’s/intern’s District On-Site Supervisor/Mentor Counselor in order to monitor the progress of each student.

- Consulting with the trainee's/intern's District On-Site Supervisor/Mentor Counselor in order to monitor the school's compliance with the terms of the fieldwork agreement.
- Providing guidance and assistance to the candidate which will support a successful completion of the fieldwork requirements.
- Providing additional activities in fieldwork classes to enhance the counseling competencies and professional skills of candidates.
- Consulting with appropriate faculty regarding candidates meeting counseling competencies, as needed.
- Reviewing progress of candidates in their placement with the Program Coordinator and Faculty Advisors.
- Evaluating the overall performance of candidates in the Traineeship or Internship and assigning the candidate a grade for the fieldwork courses.

V. Pupil Personnel Services Competencies

The USF School Counseling Program provides all candidates with both didactic and experiential learning. School counseling competencies that are aligned with coursework are practiced throughout field experience. All candidates must fulfill specific school counseling competencies, which are related to the CTC standards and courses taken in the program. These competencies give the School Counseling Program realistic and meaningful experiences for candidates to gain skills in school counseling areas.

Candidates are expected to complete The School Counseling Competency Attestation Sheets (See Appendix I for an example) that document how each candidate meets the competency requirements. Candidates must verify all hours in meeting competencies by signatures from the candidates' District On-Site Supervisor, a credentialed practitioner, who meets the criteria required by the University and cooperating public school districts. In addition, the University fieldwork supervisor must verify and sign that candidates have met the competency requirements.

Starting with the Fieldwork Practicum and throughout the Traineeships or Internships, each USF candidate in Field Practice must demonstrate knowledge and skill in the following 12 areas.
Competencies:

1. Assessment
2. Career and College Counseling
3. Child and Adolescent Development
4. Consulting with Parents and Teachers
5. Counseling Theory and Skills
6. Cross Cultural Counseling
7. Group Counseling
8. Law and Ethics for School Counselors
9. Leadership, collaboration, and coordination of pupil support systems

10. Learning and instruction
11. Prevention and early intervention strategies
12. Research and Program Evaluation

Candidates receive examples of activities that can be performed in order to meet the required PPS competencies. These competencies must be fulfilled during the four semesters of fieldwork and six semesters of course work. **Appendix J** provides a preliminary list of how specific competencies can be met. In addition, the specific activities or skills to meet the competencies are developed and revised with ongoing input from the faculty, school-site supervisors, University fieldwork supervisors, and the candidates themselves.

Each candidate develops an individualized plan for field experience, with the assistance of the University fieldwork instructor, who integrates the fieldwork requirements and competency expectations into field practice for meeting school counseling generic and specialization standards. The plan is developed by the end of the first semester and includes the competencies candidates are expected to develop, and the experiences they will use to attain competencies. The plan will have periodic review each semester in the fieldwork classes.

Each School Counseling Competency Attention Sheet verifies the candidate's completion of required competencies. To meet each competency, the candidate must demonstrate the ability to apply theoretical information and techniques taught in the core curriculum to practical, real-life situations at the school site. The candidate, the University fieldwork supervisor, and the school-site supervisor (Mentor Counselor) sign-off on each competency sheet. Candidates completing these competencies are encouraged to make audio or video tapes of their work.

APPENDIX A

BASIC DEFINITIONS

ACA	American Counselor Association
ASCA	American School Counselor Association
CACD	California Association for Counseling and Development
CSCA	California School Counseling Association
CASC	California Association of School Counselors
CTC	The Commission on Teacher Credentialing (The State of California agency that oversees the process of credentialing the Pupil Personnel Services Credential.)
PPS	Pupil Personnel Services
PPS Credential	The credential in the State of California needed to be employed as a school counselor in a public school.
School Site Agreement	A formal agreement that must be signed by USF and the public or post-secondary school representative before a trainee or intern can begin the field work component.
Approved Field Placement	A public or post-secondary school that has signed the School Site Agreement Contract and been approved by the University fieldwork instructor and Program Coordinator.
Fieldwork	Experience gained at an "approved" public school, post-secondary school or community agency that is carried out prior to the student's graduation from a graduate School Counseling program.
Dean/Head Counselor	The department coordinator for Guidance and Counseling Program services.
Group Supervision	The supervisor who provides group supervision of two to four trainees or interns for a minimum of 1.5 hours per week.
Individual Supervision	The supervisor who provides supervision one-on-one, at least one hour per week.
Approved Supervisor	The supervisor, PPS credentialed in the State of California for PPS students, post-secondary counselor with appropriate degree, or community based professional with appropriate degree, who is responsible for the direct supervision of the trainee or intern.

Intern	A SCP student who has been appointed to a paid school counseling position by the public school district prior to completion of the credential requirement, and has received an Internship Credential from the CTC.
Internship	A SCP student who is gaining hours of supervised experience while in a paid counseling position at a public school under a PPS Internship Credential and enrolled in the PPS Internship class.
Trainee	A student enrolled in the School Counseling Program who is acquiring direct non-paid counseling experience in a public school post-secondary school, or community agency.
Traineeship	A SCP student who is gaining supervised counseling experience in an approved public school, post-secondary school, or community agency while concurrently attending a fieldwork course.

APPENDIX B

Competencies for a PPS Internship Credential

Candidate's Name:____
University Criteria for Issuance of the Pupil Personnel Services Internship Credential.

Candidates who are eligible for an Internship Credential must demonstrate competency in the areas outlined below before the University of San Francisco recommends issuance of the PPS Internship Credential to the CTC.

_____ Employ good organizational skills and sound record keeping practices.

- Candidate demonstrates systematic and prudent methods for tracking student progress, school interventions, professional communication and anecdotal notes. Candidate can access resources and program materials to help stakeholders.

_____ Conduct effective student, parent, and teacher meetings including those with students of different cultural, ethnic or racial backgrounds.

- Candidate demonstrates socio-cultural sensitivity and effective professional communication, interpersonal and problem-solving skills with students, parents, teachers, and school staff regarding student attendance, motivation, achievement and personal issues.

_____ Develop professional relationships with the school staff and establish rapport effectively with all stakeholders in the school community.

- Candidate demonstrates effective techniques for team building in working with all school staff members.
- Candidate learns the role and services of the school staff.
- Candidate learns the role of the school counselor and the responsibilities of the administrative team and other key school staff resource personnel.
- Candidate understands the counseling program as it relates to the rest of the school.

_____ Appropriate placement of students in an educational program based on academic ability, age, and educational goals.

- Candidate demonstrates ability to analyze student records, relevant test data, and appropriate background information under the supervision of the head counselor.

_____ Make appropriate referrals to community resources.

- Candidate is able to determine when it is appropriate to refer a student or family to a community or school-based resource service.
- Candidate is able to serve as a knowledgeable resource for tutoring, physical and mental health services, and alternative educational programs.

_____ Assist school staff in providing an appropriate educational program for special needs students.

- Candidate demonstrates knowledge of state and federal mandates relating to special education placement issues in accordance with Public Law 94-142 and Section 504 of the Americans with Disabilities Act under the supervision of the head counselor.

_____ Conduct counseling practices in accordance with legal and ethical mandates set forth in the California Education Code and professional school counseling organizations.

- Candidate demonstrates familiarity with laws and regulations such as child abuse and neglect reporting laws, client confidentiality, and attendance and truancy laws.
- Candidate recognizes and evaluates potential ethical conflicts that may arise at school.
- Candidate demonstrates knowledge of the implementation and legal application of due process.

Verification that candidate meets basic preparations and competencies for the PPS Internship Credential.

____
On-Site Supervisor/Mentor Counselor's Name

____ ____________________
On-Site Supervisor/Mentor Counselor Signature Date

____
University Fieldwork Supervisor's Name

____ ____________________
University Fieldwork Supervisor Signature Date

____
School Counselor Program Coordinator's Name

____ ____________________
School Counselor Program Coordinator Approval Signature Date

APPENDIX C
APPLICATION AND VERIFICATION OF ELIGIBILITY FOR THE PUPIL PERSONNEL SERVICES INTERNSHIP CREDENTIAL

Candidate Name:____

Full Address: ____

Phone: ____

This section to be completed by school district official or school principal:

Name of District: ____

The above candidate has been offered a salaried position (fulltime or part-time) as a School Counselor Intern under the PPS Internship Credential to be effective

____
(date)

The position will be at ____
(school)

from ________________________ to__________________________.
(date) (date)

____
Print Name and Title

______________________________________ ____________________
Signature Date

6/02

APPENDIX D

COUNSELING PSYCHOLOGY- EMPHASIS IN
SCHOOL COUNSELING
PUPIL PERSONNEL SERVICES INTERNSHIP CREDENTIAL

Mentor Counselor Support Agreement

The candidate for a Pupil Personnel Services Internship Credential must work under the supervision of an experienced credentialed school counselor or other professional with a valid PPS credential. The Mentor Counselor must have possessed a valid PPS credential for at least 2 years and agree to provide appropriate supervision and professional development for the candidate.

Candidate Name: ____

Mentor Counselor: ____

Position: ____

District: ____

School: ____

Address: ____

City: ________________________________ Zip Code: ____________

Phone: Work: (   )__________________ Home: (   )______________

E-mail: ____

Type of PPS Credential: __________________________ Date: __________

Agreement:
I agree to provide the appropriate supervision and professional support to the above candidate as a School Counselor Intern for the school year beginning ______________________.

Signature ____________________________________ Date __________

APPENDIX E

USF SCHOOL COUNSELING PROGRAM

FIELD PLACEMENT PORTFOLIO CHECKLIST

1. School site agreement contract ________________

2. Fieldwork weekly log sheet ________________

3. School counseling competency sheets ________________

4. Counseling Consent and Release of Confidential Information (If applicable) ________________

5. Parent/Guardian Consent Letter ________________

6. Weekly Journal Entries ________________

7. Counseling Process Notes ________________

8. Group Counseling Notes ________________

9. Final Fieldwork Evaluation Form ________________

10. Case Study or Semester Project ________________

11. Placement Evaluation ________________

APPENDIX F

FIELDWORK WEEKLY LOG SHEET

USF School Counseling Program Fieldwork Weekly Log Sheet
Course Number________

Week of															

COUNSELING SKILLS

Individual	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**Total**
Cross Cultural Issues																
Special Needs Students																
Career Counseling																
Academic Counseling																
Personal/Social Coun.																

Group

Cross Cultural Issues																
Special Needs Students																
Career Counseling																
Personal/Social Coun.																

CONSULTING SKILLS

Teachers																
Parents																
Schools																
Community Agencies																
Other professionals																

SCHOOL SUPPORT SKILLS

Classroom observation																
SST/Student Study Tea.																
IEP/504																
Faculty meeting/Inservi																
Law & Ethics																
Research/Evaluation																
Attendance monitoring																
Conflict management																
Record Keeping																
Academic Assessment																
Program Development																
Peer Counseling																
Supervision Mentor																
TOTALS																

Number of total hours counseling students of race/ethnicity different from candidate_________

____
Graduate Student Name

____
Field Placement Site

____
Graduate Student Signature Date

____
On Site Supervisor/Mentor Counselor Signature Date

____
University Field Work Supervisor Signature Date

APPENDIX G
USF SCHOOL COUNSELING

SCHOOL SITE AGREEMENT CONTRACT

Student's Name ____

Address ____

City ______________________________ Zip ______________

Telephones (H): (____)__________________ (O): (____)__________________

I agree to being supervised in accordance with the Fieldwork Requirements for the USF School Counseling Program.

____ ______________

Student's Signature Date

On-site Supervisor: I agree to supervise this USF trainee/intern/apprentice in accordance with the Fieldwork Requirements for the USF School Counseling Program.

Name ____

Agency/School Name ______________________ Age/ Grade level: __________

Address ____

City ______________________________ Zip______________

Telephones (H): (____)________________ (Email): ______________________

____ ______________

Mentor Counselor's Signature Date

____ ______________

School Principal/Vice Principal/Dean's Signature Date

University Fieldwork Supervisor: This Fieldwork Placement meets the requirements of USF for students enrolled in the School Counseling Program.

____ ______________

USF Fieldwork Supervisor's Signature Date

Telephones: (O): (____)__________________ (H): (____)__________________

APPENDIX H

USF SCHOOL COUNSELING PROGRAM
FINAL FIELDWORK EVALUATION FORM

This evaluation form attests to the competency of the candidate named below in meeting fieldwork requirements of the program.

Circle One: Semester 2 – CPSY 620 Traineeship **or** CPSY 602 Internship
Semester 3 – CPSY 621 Traineeship **or** CPSY 603 Internship
Semester 4 – CPSY 622 Traineeship **or** CPSY 604 Internship
Semester 5 – CPSY 623 Traineeship **or** CPSY 605 Internship

Name of Student (print) ____

Name of Mentor Counselor ____

At the end of the semester, the Mentor Counselor will rate the student with this scale.

1. below level of performance, needs much improvement
2. needs some improvement in the level of performance
3. at expectation level
4. above expectation level
5. outstanding or exceptional level of performance
0. not applicable or no opportunity to observe

Competency	Performance Rating					
1. Applying law and ethics	0	1	2	3	4	5
2. Individual counseling skills	0	1	2	3	4	5
3. Group counseling skills	0	1	2	3	4	5
2. Cross cultural counseling skills	0	1	2	3	4	5
4. Consulting with teachers	0	1	2	3	4	5

5. Consulting with parents	0	1	2	3	4	5
6. Applying developmental theory	0	1	2	3	4	5
7. Career and college counseling skills	0	1	2	3	4	5
8. Implementing classroom interventions	0	1	2	3	4	5
9. Assessment/testing skills	0	1	2	3	4	5
10. Applying research/evaluation skills	0	1	2	3	4	5
11. Consulting with school system	0	1	2	3	4	5
12. Engaging in collaboration/coordination	0	1	2	3	4	5
13. Linking with community resources	0	1	2	3	4	5
14. Engaging in prevention activities	0	1	2	3	4	5
15. Leadership or advocacy activities	0	1	2	3	4	5
16. Coordination of student services	0	1	2	3	4	5
17. Handling logistics & record keeping	0	1	2	3	4	5
18. Responsiveness to feedback/supervision	0	1	2	3	4	5
Overall evaluation of performance	0	1	2	3	4	5

Comments by On-Site Supervisor/Mentor Counselor of candidate's performance:

On-site Supervisor/Mentor Counselor Signature Date

PPS Credential Issue Date

Comments by Candidate on her/his performance:

USF Candidate Signature Date

Comments by University Field Work Supervisor of candidate's performance:

University Field Work Supervisor Signature Date

APPENDIX I

SCHOOL COUNSELING COMPETENCY ATTESTATION SHEET [EXAMPLE]

Competency: Law and Ethics for School Counselors

During coursework and fieldwork a USF trainee or intern is expected to implement the knowledge gained and practice the skills learned in legal and ethical issues. List activities in applying law and ethics with K-12 grade children and adolescents. On-site supervisor must initial each entry verifying that this activity occurred in supervised field practice.

Activities **Initial**

1. ____ ________

____

____

____

2. ____ ________

____

____

____

3. ____ ________

____

____

____

4. ____ ________

____

____

____

Student name (print)	Student signature	Date
Fieldwork Instructor (print)	Fieldwork Instructor signature	Date

APPENDIX J

PRELIMINARY LIST OF PPS COMPETENCIES

Law and Ethics for School Counselors: Sample Activities

1. Write a case study and discuss a relevant legal or ethical case vignette with the class.
2. Identify one specific law in the State Education Code and apply the legal issue to a student situation i.e. searching rights, confidentiality, mandated reporting, and danger to self and other.
3. Develop a statement to use with both students and parents to inform them of the perimeters of confidentiality in the school setting.
4. File a CPS report, consult with a probation officer, or other documentation that involves a legal or ethical responsibility in the school.

Counseling Theory and Skills: Sample Activities

1. Counsel an individual student who is experiencing a conflict related to schoolwork or interpersonal relationships.
2. Meet with a group of students with conflicts related to school or relationships (i.e., truancy, arguments, leadership).
3. Write a case study describing your counseling modality and approach, especially outline your most effective problem solving techniques in working with individuals or groups of students.
4. Make a counseling presentation in a K-12 school or at the University showing how you have applied a counseling model to any challenge in the classroom or with individual students.

Cross Cultural Counseling: Sample Activities

1. Organize a project at school or in the community for a student or students of a race or culture other than your own that addresses a cultural diversity issue.
2. Counsel individually or in a group culturally diverse students and consult with their families.
3. Make a counseling presentation showing how you might work with a culturally different student or counselee.
4. Conduct interviews with individual students, focusing on family of origin, cultural beliefs and values, ethnic identity, and sociocultural experiences.

Consulting with Parents and Teachers: Sample Activities

1. Interview a teacher of a K-12 student and develop practical plans of resolving conflicts or other problems to facilitate the student’s success.
2. Participate in a Parent Education class as a leader/facilitator or co-facilitator.
3. Facilitate a discussion with a small group of teachers regarding effective classroom management strategies.
4. Interview a teacher about what they believe to be the most effective strategies a school counselor can utilize in consulting with teachers to assist them in their work.
5. Interview culturally diverse parents of K-12 grade students or older adolescents and develop practical plans for resolving conflicts or other problems and identify specific steps the parents are taking to manage their challenges as parents.
6. Attend, participate in or facilitate parent conferences, workshops, or meetings.

Child and Adolescent Development: Sample Activities

1. Identify the developmental issue involved in a student's misbehavior and propose a solution that adapts to the student's current developmental challenge.
2. Interview a child or adolescent about their views of their stage of life and compare & analyze their self-reflection in relation to a psychosocial model or other stage theory.
3. Discuss with a student or group of students their views of their life and your own growing up experiences that compare or contrast with their own stories.
4. Assist parents and teachers in understanding the developmental challenges of children and adolescents through workshops, meetings, and intervention strategies.

Group Counseling: Sample Activities

1. Create a group counseling plan. Choose a special interest topic for group counseling (e.g. assertiveness training, grief, academic problems, etc.). Write a 2-3 page paper describing how you would facilitate a group of 6 meetings. Include your basic theoretical approach, your goals, and the steps to achieve your goals.
2. Conduct a short-term or ongoing counseling group with culturally diverse students in the school setting.
3. Co-lead with another member of the class a one and a half hour group process session in class; discuss your work during the fieldwork seminar, using videotape when possible.
4. Utilize group dynamics and group process techniques in working with k-12 students to develop school projects, service learning opportunities, or group meetings.

Career and College Counseling: Sample Activities

7. Develop a project with a student group providing instruction on interviewing skills, exploration of careers, etc. Assist students in developing goals for the future.
8. Visit a school-based career counseling center. Identify and describe specialties within the center; such as job-seeking skills training, interest inventories and needs assessment, career counseling, and community involvement in career counseling.
9. Review college counseling software and opportunities for exploration on the internet with a student and explore his or her thinking about a career.
10. Work with students in applications (and resumes) for high school, colleges, or jobs.

Assessment: Sample Activities

1. Review standardized state mandated tests currently administered to students at the fieldwork site with your school site supervisor.
2. Assist in preparing materials for one required school-wide test.
3. Review test results with students (a minimum of 2 students).
4. Administer and score a test with a student. Interpret the test scores with a student and parent in a counseling session.

Research and Program Evaluation: Sample Activities

1. Conduct a structured interview or survey with school personnel on an education counseling topic and synthesize the results in written form.
2. Plan a program evaluation of a counseling service or student program within your fieldwork assignment.
3. Analyze a research article and translate the findings into a practical application at the school site.

4. Assist in developing or conducting a needs assessment at a school site or within the school district.

Learning and Instruction: Sample Activities

1. Work with a special needs student in a counseling setting. Follow up by consulting with one of the students' teachers about the learning problems.
2. Attend an SST or IEP meeting where a special needs student's case is presented and write a 2-3 page paper of your observations concerning the students educational and instructional needs or make a case presentation in class.
3. Discuss with one or more teachers of an exceptional needs student the instructional strategies they believe to be the most helpful in motivating the student to learn & achieve.
4. Gain permission to observe a student during class. Afterwards, consult with the teacher regarding your observation and provide suggestions for the teacher's consideration.

Prevention and Early Intervention Strategies: Sample Activities

1. Identify a student need and collaborate with the school counseling staff and other school professionals in developing an early intervention plan and activities.
2. Develop a prevention program with and for students in collaboration with school counseling and school health staff.
3. Collaborate with community-based resources in linking students to prevention activities in the community or in bringing services to the school site.
4. Research effective violence prevention programs, share this information, and work with school administration, teachers, counselors, and school health professionals in tailoring a program at your school site.

Leadership, Collaboration, and Coordination of Pupil Support Systems: Sample Activities

1. Interview a professional counselor, teacher, or administrator regarding their role in developing or implementing comprehensive or collaborative services for students.
2. Discuss appropriate literature for consulting with schools, i.e. Quality School management or leadership, and implications for change in an educational setting.
3. Review school site plans and/or counseling department goals and determine what are essential steps for meeting their mission and objectives for the school year.
4. Play a leadership role in developing a school project or in collaborating with school staff and community partners in identifying and organizing a student service.

APPENDIX K

BECOMING PART of a SCHOOL CULTURE

WAYS TO ENTER THE SCHOOL CULTURE

1. **Be visible!** Don't be afraid to tell students and staff who you are. If possible, begin the school year by going into every class and giving a short introduction and explanation of what a counselor does. Let kids know how they can contact you if they need to (e.g.: seeing you on the yard, by asking their teacher, etc.)
2. If there is no **referral process** in place for you, design one that is clear for everyone. (Present it at a faculty meeting or send all teachers a memo.)
3. Eat **lunch in the faculty room** and LISTEN to who the teachers talk about. Ask questions! Offer your services!
4. Spend time on the **school yard**—observe, and make your presence known to the kids.
5. Get to **know school expectations** and rules. If there is a handbook, read it.
6. **Shadow the head counselor** or grade level counselor and develop a relationship with this person!
7. Let the staff know that you would like to be present for your clients' **parent conferences,** IEP's, etc.
8. Schedule **consulting time with teachers** during their prep period or other convenient time to discuss any referrals they have made. (Lunch is another good time to catch them, or while on yard duty.)
9. **Attend** faculty staff **meetings**, and counseling staff meetings if there are any.
10. When children are referred, arrange time to **observe them in class**, so that you can look for what the teacher is referring them for and to formulate your own initial ideas.
11. **Set a schedule** with your counselees and **get the appointment times approved by the classroom teachers.** (Children generally have silent reading time or free time during which the client will not be missing something important.)
12. **Be flexible, and be prepared!** Think ahead of time about your procedure for adjusting your schedule to meet the needs of a crisis situation. (E.g., go quickly, or send word to the teachers of other clients and inform them that you will not be available at the normal times.
13. Try and **speak directly with parents before sending home a permission slip** for counseling. (Ask the children for the phone numbers, as these are sometimes difficult to search out in the office.)
14. Create and maintain open lines of **communication with parents.** If they are difficulty to reach, send home periodic letters and useful materials. Let them know when and how to reach you.

WHAT TO DO WHEN YOU STEP IN THE DOOR AT YOUR SCHOOL

The following ideas may work for some of you. They help you establish yourself as a professional in control of what's happening.

1. Make the first move.
   Visit the classrooms during the first few weeks of school, introduce yourself to the students and explain what you do.
   Attend a faculty meeting early in the school year, and explain your referral process.
2. Introduce yourself in a letter to parents in an early school newsletter.
3. Create a "presence" at your school.
   Be visible. Be out on the yard and spend time out there when the kids are playing or handing out.
   Be accessible, but be careful about calling kids and parents by name. Some children appreciate confidentially, though others don't seem to care if it's clear you know them.
4. After you send a student home with a "parent-permission for counseling" form, if required, follow up with a phone call the same day, if you haven't already spoken to the parents. The surprise of learning one's child is already "in counseling" may upset some parents. This may lead to teachers and a principal who feel their counselor is unprofessional and not in control.
5. When speaking to parents, ask, "What are your concerns about your child?" Remember, you're there to help them help their child—you're working with them.
6. Some parents are resistant to counseling. Don't respond defensively, or launch immediately into the reasons you think they're wrong to stand in the way. Ask what their concerns are, and address them. And if they seem to have concerns *about you,* ask them what they are. Encourage them to be honest with you, and honestly address their doubts and fears. The counseling has already begun.
   Remember, their child is important, and counseling can be threatening and scary, especially if they're not coming to you first.
   Align with them in that feeling, and you have taken an important step in establishing the alliance so necessary in gaining the parents' support in the counseling process.
7. If someone asks you a psychology-related question and you don't know the answer, be a resource. You're the most likely candidate to know where to find the answer—be enthusiastic and offer to find out. Remember, you're the expert in your field at the school, so let it show.
8. Teachers need pumping up, too. Your empathetic response when they complain about a misbehaving youngster, even if you think the teacher is part of the problem, goes a long way toward having a positive impact on the situation. Remember, you are doing counseling all the time at your school, even when you think you're having a casual chat. You have the benefit of being part of the students' school-site system—with access to their teachers and their friends. Remember, this is a systems-based approach to counseling, and you're right in the thick of it. Don't hesitate to involve the teacher in the process.

School Counseling Program
School of Education
University of San Francisco
Updated April 11, 2007

Fieldwork Policy Statement

Students are required to make a commitment to their fieldwork traineeship site for one academic year. The placement agreement between the school site and the student creates a professional relationship in line with an arrangement between the University of San Francisco School Counseling Program and the school district. Students have an ethical and professional duty to fulfill their obligations under the placement agreement. Students who do not fulfill those obligations will jeopardize their ability to receive credit for traineeship hours which may delay the completion of fieldwork requirements, and ultimately the completion of the Program. The Program will not condone violations of the placement agreement, and will notify the school site and place a statement in the student's academic file to that effect. Recommendations for future placements and employment may also be impacted if students violate the placement agreement.

The placement agreement also has an impact on the Internship Credential option. While students may be eligible for this option after their first semester in the Program, approval for the Internship Credential will not be given to students for paid internship positions in a school site that is different from their current fieldwork site during the academic year. The Internship Credential may be approved for students in the second semester who are offered paid internship positions within the same school site where they have contracted to serve as trainees. A student can petition to enter a paid internship position in one school site while completing the initial placement agreement at the original school site, thus, attending two sites simultaneously on different days. Students may secure paid internship positions for the second year fieldwork placement.

Professional Clear
Pupil Personnel Services Credential

UNIVERSITY OF SAN FRANCISCO School of Education	Formal Request For Credential Recommendation

This form must be submitted with photocopies of all documents requested below. Requests submitted with incomplete documentation will be returned. Submit documents with this form to:
University of San Francisco/School of Education.
Attn: Estella Pabonan, 2130 Fulton Street, San Francisco, CA 94117
Questions? Call the credential office at: 415-422-2117 or email: credentialanalyst@usfca.edu

Name: Social Security #:
(USF ID #'s WILL NOT BE ACCEPTED BY CCTC)

Email Address: Date of Birth:
(Due to compatibility issues **AOL** users must use an alternative email account)

Mailing Address: Phone #:

City/State/Zip:

THE FOLLOWING DEPARTMENT DOCUMENTS* **MUST** BE SUBMITTED WITH THIS FORM
*Department documents can be obtained from the SCP Fieldwork Handbook, downloaded from the CPSY Dept website, or from Estella Pabonan, room 032

1. School Site Agreement Contracts
2. Weekly Log Sheets
3. Final Field Work Evaluation Forms
4. School Counseling Competency Attestation Forms

Submit your application packet to Estella Pabonan. Your credential request will be processed once all credential course grades have been posted. After initial processing by this office, you will receive an email from the California Commission on Teacher Credentialing (CCTC) asking you to complete your portion of the application and submit the appropriate fee. Credential processing takes approximately 2 to 4 weeks.

By signing below you authorize the Credential Analyst to request USF transcripts on your behalf.

Student Signature Date

USF Social Justice in Schools Prize

DESCRIPTION:
In order to recognize, support and encourage youth of our society who are in pursuit of justice in their schools, the School Counseling program at The University of San Francisco is hosting an annual competition to reward young leaders who have demonstrated outstanding work in pursuit of equitable conditions in San Francisco Unified School District (SFUSD) high schools.

AWARD:
One SFUSD high school student will receive a cash prize of $300 for exceptional work in promoting social justice in schools. The student will also receive a framed Certificate and will be honored at the School Counseling Program's May Graduation Reception.

CRITERIA:
Students who have been involved in an activity or activities that have contributed to making positive changes in their school are encouraged to apply.

DEADLINE:
The deadline for receiving all materials is April 26th, 2011

APPLICATION:
Please share this notice widely. For the application form and more information, go to:
http://web.usfca.edu/soe/programs/counpsych/sc_sjPrize/

QUESTIONS:
If you have any questions you can direct them to Christine Yeh at cjyeh@usfca.edu

Thank you for supporting youth and social justice in SFUSD!

Christine Yeh, Ph.D.
Professor and Chair
Counseling Psychology Department
School of Education

"To encourage and support young leaders in our schools by recognizing and identifying High School age students whose vision and efforts have created more equitable conditions in urban schools."

School of Education
Counseling Psychology Department

Masters Degree in Counseling Psychology

with an emphasis in School Counseling

INFORMATION BOOKLET

Dr. Christine Yeh, Coordinator
School of Education
2130 Fulton Street
San Francisco CA 94117
415-422-6868

SCHOOL *of* EDUCATION

University of San Francisco
School of Education
Master of Arts in Counseling Psychology with an emphasis in School Counseling

The University of San Francisco offers a Master of Arts in Counseling Psychology with an emphasis in School Counseling (formerly: Educational Counseling and the Pupil Personnel Services Credential Ed.Co/PPS). This 2-year, 48-unit program meets all preconditions, standards, and requirements by the California State Commission on Teacher Credentialing (CCTC) for those seeking a career in School Counseling in K - 12 schools. Graduates of the program obtain a Master of Arts degree (M.A.) and are eligible for the Pupil Personnel Services (PPS) Credential in School Counseling.

The School Counseling Program emphasizes cognitive behavioral and humanistic theories of counseling and teaches pragmatic, problem solving interventions with youth in schools. A particular focus of the curriculum is the enhancement of multicultural youth development and empowerment, and a commitment to the quality school movement which fosters learning conditions that maximize intellectual development and creativity, respectful relationships, self-directed learning and positive cultural identities.

Classes meet on alternate weekends -- Friday evenings (5:00-9:45) and all day on Saturday (8:00-5:15) -- eight weekends per semester for Fall and Spring. First semester fieldwork practicum classes meet four times a semester on alternate Fridays from the Teaching Weekend Schedule. In the summer session during June and July, classes meet each weekend on Friday evenings and all day Saturday, as well as for five Thursdays. Courses are designed with a practical orientation and are taught in a workshop format, emphasizing application of theory and development of skills. Students begin their fieldwork in the schools during a first semester practicum class and complete the fieldwork requirements during four semesters of fieldwork classes. The fieldwork class each semester is conducted under the supervision of an experienced PPS credentialed instructor.

2 YEAR COURSE SEQUENCE:

Fall Semester**	**Spring Semester**	**Summer Semester**
Law and Ethics	Cross-Cultural Counseling	Group Counseling Skills
Counseling Theory/Practice	Prevention/Intervention in Schools	Counselor as Researcher
Developmental Counseling: Child & Adol	PPS Traineeship I or	PPS Traineeship II or
Fieldwork Practicum	PPS Internship I*	PPS Internship II*

Fall Semester	**Spring Semester**	**Summer Semester**
Educational Psychology for Counselors	Consult Parents/Teachers	Assessment & the Counselor
Problem Solving Counseling	Academic/Career Counseling	Consulting with Schools
PPS Traineeship III or	PPS Traineeship IV or	
PPS Internship III*	PPS Internship IV*	

*PPS Internship I, II, III, IV are exclusively for students enrolled in the PPS internship credential program.

**All students are conditionally admitted and expected to demonstrate the academic performance and interpersonal skills and behaviors appropriate to the work of a counselor. Conditional admit is removed after successful completion of the first semester.

Field experience is comprised of 2 parts:
practicum = 100 hours
fieldwork = 600 hours

- Of the 600 hours of fieldwork, 400 hours must be of experience/direct contact with K-12 students in **public schools** under the supervision of a counselor who holds a valid PPS credential.
- Fieldwork hours must be gained in two of three public school levels (elementary, middle, or high school) and shall include a minimum of 200 hours at each of the two selected levels.
- Of the 600 hours of fieldwork, 200 hours may be completed in settings other than public schools that serve the counseling needs of youth. Students must receive supervision from an experienced practitioner appropriate for the setting.
- Students complete the fieldwork requirements in schools either as volunteer trainees or as paid interns under the PPS Internship Credential Option.

Faculty Bios

Christine J. Yeh, Ph.D., Professor, Chair, and School Counseling Program Director, Department of Counseling Psychology. Dr. Yeh received her B.A. from Swarthmore College (Psychology), her M.A. from Harvard University (Human Development), and her Ph.D. from Stanford University (Counseling Psychology). From 1998-2006, Dr. Yeh was a professor and Program Coordinator of the School Counseling Program at Teachers College, Columbia University. She has more than 50 publications in the areas of poverty, racism, social justice, ethnic identity, cultural adjustment, mental health use, and school-based intervention programs for culturally diverse children and youth. She is co-author of the Handbook of School Counseling (2008; Taylor & Francis Publishers). She has received grants from the NIMH, Spencer Foundation, Robert Wood Johnson Foundation, Carnegie Foundation, Rose Foundation, and was recently Principal Investigator of a 5-year NIMH grant examining the cultural adjustment, academic achievement, and mental health of low-income, immigrant students. She is on several Editorial Boards including *Journal of Counseling Psychology*, *Training and Education in Professional Psychology, and Asian American Psychology.* She is the recipient of several academic honors and awards including: the American Educational Research Association Outstanding Research Award (2009), the American Psychological Association Community Service Award (2007), Asian American Psychological Association Community Leadership Award (2006), the American Counseling Association Award for Outstanding Research (2006), and five outstanding teaching awards from Columbia University.

Elena Flores, Ph.D., Associate Professor, Department of Counseling Psychology. Dr. Flores is a Past Coordinator of the School Counseling Program. She holds a Secondary Teaching Credential and has taught at the high school level. She has been a counselor in school-based health centers in the Bay Area and is a clinical psychologist who teaches Cross Cultural Counseling in the program. She has many years of experience providing mental health and human services to adolescents and families from diverse cultural backgrounds, and experience consulting with health and mental health community-based organizations, school districts, universities, and county and federal agencies. She is currently the Co-Investigator of a 5-year NIH grant examining Latino adolescent relationship dynamics and condom use. Her research interests and areas of expertise are family functioning and adolescent health risk behaviors, Latino adolescent sexuality, Latino mental health, and multicultural psychology and counseling.

Steve Zlutnick, Ph.D., Department of Counseling Psychology. Dr. Zlutnick received his doctorate in Clinical Psychology from the University of Utah. He is the current Director of the Behavior Therapy Center and Past Director of the Behavioral Medicine & Therapy Institute of San Francisco. His research interests and areas of expertise include behavioral therapy and behavioral health/medicine; single subject experimental research; accountable mental health systems; and iatrogenic issues in education, psychology and medicine. He teaches the course, Problem Solving Counseling. Dr Zlutnick co-authored *Behavior therapy and health care: Principles and applications* (1975) and *Fathers and sons: Removing the barriers to intimacy* will soon be published.

Leyla Pérez-Gualdrón, Ph.D., Assistant Professor, Department of Counseling Psychology. Dr. Pérez-Gualdrón holds a licensure in psychology from Universidad Católica Andrés Bello, Caracas, Venezuela, and Master of Arts and Doctor of Philosophy in Counseling Psychology, from Boston College. During her training in Venezuela she provided mental health services and counseling in a variety of settings including inner city schools K-12. During her training in Boston, she continued her counseling/clinical work in diverse settings, focusing on culturally sensitive interventions for low-income populations, especially Latino/a populations. She also has conducted group interventions in school settings such as a preventative acculturation stress intervention for immigrant children (CASA groups/Brookline Mental Health Center), a career development program for 9th graders (Tools For Tomorrow/Boston College), and a positive racial identity development group for young African American and Latina girls (Jernigan Sankofa Program). Dr. Pérez-Gualdrón also has conducted research in diverse urban schools in the Boston area. She has over 18 academic presentations at national conferences in topics related to multicultural issues and culturally sensitive counseling practice in mental health and school settings. She has coauthored seven peer-reviewed journal articles in topics related to urban youth educational experiences as well as culturally sensitive psychotherapy and health interventions.

Curtiss Sarikey, LCSW, Adjunct Professor, Department of Counseling Psychology.
Mr. Sarikey is a Learning Support Professional with San Francisco Unified School District. He has over twenty years of experience in the human services and education fields as a therapist and service provider, administrator and consultant. He is the project director for district-wide initiatives in elementary counseling services and mentoring programs, and is a lead developer of staff training for student support staff, including school counselors, social workers, school psychologist, school nurses and outreach workers. Additionally, Mr. Sarikey is a district-wide crisis responder, providing consultation, crisis intervention and critical incident debriefing to school sites. He also supports schools with high populations of disadvantaged students, providing teacher consultation, particularly in the areas of behavior management, and school consultation pertaining to school climate, parent and community engagement, and culturally competent practices. He is interested and engaged in promoting comprehensive student support services as a vehicle for school reform.

Maureen Adams, Ed.D., Adjunct Professor, Department of Counseling Psychology. Dr. Adams is involved in both the School Counseling and MFT programs where she teaches Child and Adolescent Development, Lifespan Development, Life Transitions, Group Leadership Skills, Psychopathology, Traineeship, and Research Methods. A former English teacher at the secondary level and at the University of Missouri in Kansas City, she holds Secondary Teaching Credentials in New Jersey, Illinois and Pennsylvania. Dr. Adams is a licensed clinical psychologist who has worked in a variety of settings including Sonoma County Mental Health, Santa Rosa Kaiser Permanente Psychiatric Department, and Senior Psychology Services of Napa County. She is currently a school psychologist in Napa County. Her research interest is the human animal-bond from the perspective of attachment theory. She has published several articles on this topic and presented papers at conferences in this country and abroad. Her book *Shaggy Muses: Five Legendary Writers and The Dogs Who Loved and Inspired Them* was published by Random House in Spring 2007.

Debbie Beecher, M.A., Adjunct Professor, Department of Counseling Psychology. Ms. Beecher holds an M.A. in Counseling Psychology and California credentials both in teaching and in Pupil Personnel Services. Ms. Beecher began her career teaching high school psychology, government and economics, spent 15 years as a high school counselor, and currently counsels in a K-6, inner-city school. Additionally, she is an adjunct counselor for Santa Rosa Junior College, and adjunct instructor for the University of San Francisco. At USF she teaches Consulting with Schools, Fieldwork Practicum, PPS Intern Orientation, and PPS Traineeship. Ms. Beecher works intensely with her community's growing population of English language learners. She especially enjoys the mutual exchange of strategies used to enhance full educational access for ELL students found throughout USF fieldwork and "Consulting" classes. Most recently, Ms. Beecher has joined an inter-agency task force to address gang involvement, especially as it is manifested at the elementary level.

Patty Cowick, M.A., MFT, Adjunct Professor, Department of Counseling Psychology. Ms. Cowick is a licensed therapist of 15+ years who has worked in a variety of settings: public schools, community mental health and private practice. She has been teaching at USF for the past six years. She teaches Group Counseling in the School Counseling Program. She has over seven years of experience running counseling and psychoeducational groups in the schools. She averages about 100 groups per school year. She has been contracted with the county of Alameda and has provided them with an original curriculum based on their juvenile first offender program. Ms. Cowick has a private practice in San Ramon.

Will Dunn, M.A., Adjunct Professor, Department of Counseling Psychology. Mr. Dunn is a Field Work Supervisor in the School Counseling Program who holds a lifetime Secondary Teaching Credential and a Pupil Personnel Service Credential. He has taught all secondary grade levels and has been a middle school and high school counselor for almost thirty years. An alumnus of the USF program, he received his Masters and PPS Credential in 1988 and began teaching at USF in 1999. As a practicing professional, he helps Master degree students bridge the theoretical aspects of educational psychology with the day-to-day practices and expectations found in today's school counseling centers. His practical knowledge and extensive experience help guide students new to the profession. He is dedicated to providing the best training experience for our next generation of school counselors.

Ingrid Roberson, Ed.D., Adjunct Professor, Department of Counseling Psychology.
Dr. Roberson has been in education for the past ten years, both as a teacher (preschool, Kindergarten, 1st and 2nd grade) and as a researcher. Currently with the San Francisco Unified School District in the Research, Planning and Accountability Department, she conducts evaluation research on district, state, and national programs such as our district's Principal Coaching Initiative, the state Reading First Program, and the federal Character Education Grant Program. Prior to joining SFUSD, she directed a national evaluation of school reform, called Creative Learning Communities, at the University of California, Los Angeles' Center for the Study of Evaluation. Her current research interests are on systemic reform at the district-level and

principal induction programs as a systemic reform strategy. She has been teaching at the University of San Francisco for the past several years in both the Counseling Psychology Department (Counselor as Researcher course) and Teacher Education Department (Methodology of Education Research).

Nancy Rosenbledt, Psy.D., Adjunct Professor, Department of Counseling Psychology. For the past 20 years, Dr. Rosenbledt was a professional school counselor at the middle school level for the San Mateo/Foster City School District. She continues to serve as a consultant in the school community from which she just retired. Prior to school counseling, she was a teacher for 13 years in the Redwood City School District where she developed and implemented its first youth theatre program. She currently teaches the Law and Ethics and Prevention and Intervention in the Schools courses for the School Counseling Program. She is a graduate of the Counseling Psychology Doctoral program at USF where she pursued her interests and expertise in adolescent treatment and services, more particularly in developing girls' programming.
Dr. Rosenbledt is a licensed psychologist and intends to continue providing comprehensive school-based counseling programs and psychological services through the founding of an institute for girl's development in the Bay Area.

Joseph Gumina, Ph.D., Adjunct Professor, Department of Counseling Psychology. Dr. Gumina is a clinical psychologist working toward his state license who focuses on individual and family therapy with adolescents and their families. He has just completed a predoctoral internship for Children's Hospital and Research Center at Oakland and is beginning a postdoctoral fellowship for the Department of Child and Adolescent Psychiatry for Kaiser Permanente in San Bruno/South San Francisco. Previously he has worked for the Juvenile Hall and Probation Department of San Mateo County, WestSide Community Mental Health Services, and for a variety of schools and youth programs in San Francisco as therapist, teacher, coach and mentor. Dr. Gumina completed his Ph.D. at the California School of Professional Psychology and his M.A. at USF, where he completed the Marriage and Family Therapy Program.

Cesnae J. Crawford, M.Ed., Adjunct Professor, Department of Counseling Psychology.
Mr. Crawford received both his B.A. in Education and his M.Ed. in School Psychology from Howard University. His research interest includes bullying and violence in schools and risk and resiliency. He previously served as the Drug and Violence Prevention Coordinator with the North East Florida Educational Consortium, and School Psychologist for Fairfield-Suisun Unified School District. He is currently a Parent Educator and Family Therapist with the YMCA-Urban Services branch in San Francisco, California.

Yashica J. Crawford, Ph.D., Adjunct Professor, Department of Counseling Psychology.
Dr. Crawford received her B.A. in Political Science and B.S. in Psychology from Howard University, magna cum laude. She received her M.A.E. and Ph.D. in Educational Psychology from the University of Florida. Her research interests include social contexts in urban education, risk and resilience, and the social self. She also has publications and presentations related to social justice of preservice teachers, the school-to-prison pipeline for African American males, and nutrition and physical activity of youth. She is currently Manager of ExCEL Afterschool Programs in the San Francisco Unified School District.

Niki Gibbons, M.S., M.A., MFT, Adjunct Professor, Department of Counseling Psychology. Ms. Gibbons received her B.A. in Psychology, M.S. in Counseling with a dual emphasis in School Counseling and Marriage and Family Therapy, and an M.A. in Educational Administration from San Francisco State University. She is a licensed MFT, and has 3 credentials in Adult-Education, School Counseling, and Administration. She has 35 years of experience working with children and families, and specialize in working with adolescents and families in recovery. She was the Interim Chair of the Graduate School Counseling Program at San Francisco for 2 years and was instrumental in initiating the implementation of the National School Counseling Standards in the San Francisco Unified School District. Prior to entering the education system, she worked primarily in community based organizations. She was a member of the San Francisco Proposition H Advisory Committee to SFUSD, and a member of the FairCare Committee on Equitable Discipline, an inter-agency collaborative with SFUSD.

Karolyn K. Palmer, Ph.D. candidate, Alliant International University, MFT, Adjunct Professor, Department of Counseling Psychology. Mrs. Palmer is a licensed Marriage and Family Therapist (#38766) and a Credentialed School Counselor. She currently is a School Counselor at Monte Vista High School in Danville, California and is a psychotherapist at Lafayette Family Counseling. She focuses her private practice on providing children, adolescents, and adults individual, family, and group psychotherapy. In her eighteen years of professional experience, she has gained specialized knowledge and training in the areas of adoption/foster care, parenting education, trauma, and educational issues. She received her Bachelor's and Master's degree at University of California, Davis and University of San Francisco respectively and is pursuing her Doctorate at California School of Professional Psychology at Alliant International University.

Catherine Hanrahan, M.A., Adjunct Professor, Department of Counseling Psychology. Ms. Hanrahan received her B.S. from Northeastern University (Criminal Justice and Sociology) and her M.A. from the University of San Francisco (Counseling Psychology). She has been a school counselor with SFUSD for 12 years. Catherine also serves on the board of Growth and Learning Opportunities (GLO) a program that provides before and after school care for public schools and is a member of the American School Counselors Association and the California Coalition for Counselor Licensure. She is also a member of the SFUSD school counselor advisory board.

Cory De Mars, M.A., M.Ed., Adjunct Professor, Department of Counseling Psychology. Mr. De Mars is Department Chair of the Counseling and Support Services Program in the Tamalpais Union High School District in Marin County. He holds a Secondary Special Education Teaching Credential and has taught at the middle, high school, and college levels. He has been a counselor and services provider in the mental health field for the past 32 years, providing clinical and academic counseling services in hospital, residential, and public and private educational settings. He currently teaches the Academic and Career Counseling Course in the Educational Counseling/PPS Credential Program. His professional interests and focus include the development of legislation relevant to, and in support of, counseling and psychological services in secondary school settings; the development of the relationship between special education and 504 accommodations/modifications and best teaching practices; and further research on the dynamic of executive functioning in adolescent boys.

The Pupil Personnel Services Internship Credential Option provides applicants with the opportunity to be employed by a school district (full-time or part-time) as a school counselor while enrolled in the program. Upon the recommendation of the University, the CCTC will issue the eligible student an Internship Credential while at USF and working for a school district. As a USF-PPS Intern, students:

- Assume the duties of a professional, credentialed school counselor; (b) may work full-time or part-time; (c) are supervised by both the University and the employer (school district); and (d) are compensated for professional counseling services rendered in the schools at a normal pay level with an option of a one-eighth reduction to cover a district's supervisory costs.

- Eligibility for the Internship Credential: Students must complete the first semester of coursework and a Fieldwork Practicum class where they are assessed for meeting basic preparations and competencies to work as a school counselor intern. Upon approval by the university fieldwork instructor and the school-site supervisor, students complete an application for the PPS Internship Credential through the Credentials Analyst at the University. The internship may begin in January or the second (spring) semester in the program.

- Eligible students complete the verification of eligibility for the PPS Internship Program Form(s) that requires signatures from (a) the sponsoring school or district indicating their intention to hire the person, (b) the bargaining representative for the sponsoring school or district indicating support for the decision to hire the person, and (c) the PPS credentialed counselor working for the sponsoring school or district indicating availability to provide orientation to the counseling position, 1 hour of weekly supervision, and ongoing guidance and mentoring.

- Submit a Formal Request for Recommendation, Offer of Employment, CBEST Scores, and BA Transcripts (photocopies ok) to Kimberly Kopp, (415) 422-2117, credentialanalyst@usfca.edu, SOE room 032.

Admission Requirements

- Completed admission application form and fee. Applications can be obtained from the School of Education office or online at http://www.soe.usfca.edu (under Admissions & Financial Aid)
- Two letters of recommendation (on forms provided) from professional persons qualified to judge the applicant's suitability for the graduate program.
- A typed current résumé.
- One official copy of your transcript.
- A typed short essay describing professional career goals in counseling children, adolescents, or young adults, as well as personal interest in the program. Describe earlier formal or informal experiences working with children or adolescents and young adults in any setting.
- A Certificate of Clearance OR a copy (front & back) of a valid California Basic Teaching Credential OR Emergency Permit. The clearance must come from the California Commission on Teacher Credentialing (CCTC) and not from the school district. Submit the completed "clearance" application directly to the CCTC. Obtain the forms through the Commission website at www.ctc.ca.gov. All students must have a certificate of clearance before starting the fieldwork practicum in schools.
- A passing score on the California Basic Educational Skills Test (CBEST). Contact the CBEST website for information http://www.cbest.nesinc.com.

Financial Aid: (Tuition is applied at the credential rate, please see application materials.) Applicants can apply for financial aid and file the Free Application for Federal Student Aid (FAFSA) available online at www.fafsa.ed.gov, or a paper copy application may be requested directly from the USF Office of Financial Aid, located on Lone Mountain, Room 251. Assistance is available from a number of institutional, state and federal programs, including the William D. Ford Federal Direct Student Loan Program. For more information and to request the FAFSA, contact the Office of Financial Aid at (415) 422-2020.

TEAMS/AmeriCorps Education Awards Program

This program is available for students who are enrolled in the School Counseling Program and working part-time or full-time as school counselors in public schools. The TEAMS/AmeriCorps Program is an initiative of the University of San Francisco that is designed to recruit and support prospective K-12 educators who are committed to serving schools in culturally diverse, low income communities. The TEAMS/AmeriCorps Program is an Education Awards Program of the Corporation for National Service.

Program Requirements and Benefits

Participants or "Fellows" in the TEAMS/AmeriCorps Program are eligible to receive an AmeriCorps Education Award after successful completion of the Program. The full time award is $4,725.00 and the part-time award is $2,362.50. To qualify for the Education Award, Fellows must meet the following program requirements:

Full-time Fellows must:

- Complete 1,700 hours of service (includes direct service with K-12 students, preparation, training, service-learning project hours)
- Conduct a service-learning project with students
- Attend a pre-service and monthly training workshop

Part-time Fellows are also required to fulfill the above requirements, but only complete 900 hours of service.

Fellows are eligible to receive the Education Award for two years, regardless of full-time or part-time status. Education Awards can be used to repay qualified existing or future student loans or pay all or part of the cost of attending a qualified institution of higher education. Fellows receive the Education Award in the form of a voucher at the end of their year of service. This voucher may then be presented to the loan holder or school as payment. Students are enrolled in the beginning of the academic year. Once admitted to the masters and credential program students are eligible to apply for the Americorps Program.

Americorps Office Contact: Mary Rose Fernandez
(415) 422-5802; email: mrfernandez@usfca.edu

CATALOGUE COURSE DESCRIPTIONS

0702-602 – PPS Internship I (2) 150 hours in applying skills from the program's courses of instruction within a school as a paid counselor. Working with students individually, in a group or in a family context. Providing academic advising, logistical duties, consulting, counseling projects, and personal counseling of students. Includes counseling students of a culture different from the credential candidate's. Supervision from an approved Mentor Counselor and from a university faculty member.

0702-603 – PPS Internship II (2) 150 hours in applying skills from the program's courses of instruction within a school as a paid counselor. Working with students individually, in a group or in a family context. Providing academic advising, logistical duties, consulting, counseling projects, and personal counseling of students. Includes counseling students of a culture different from the credential candidate's. Supervision from an approved Mentor Counselor and from a university faculty member.

0702-604 – PPS Internship III (2) 150 hours in applying skills from the program's courses of instruction within a school as a paid counselor. Working with students individually, in a group or in a family context. Providing academic advising, logistical duties, consulting, counseling projects, and personal counseling of students. Includes counseling students of a culture different from the credential candidate's. Supervision from an approved Mentor Counselor and from a university faculty member.

0702-605 – PPS Internship IV (2) 150 hours in applying skills from the program's courses of instruction within a school as a paid counselor. Working with students individually, in a group or in a family context. Providing academic advising, logistical duties, consulting, counseling projects, and personal counseling of students. Includes counseling students of a culture different from the credential candidate's. Supervision from an approved Mentor Counselor and from a university faculty member.

0702-606 – Cross Cultural Counseling (3) This course features an understanding of multicultural issues in counseling with diverse ethnic groups, cultures, and social classes in American society. Emphasis is on developing cultural sensitivity to one's own cultural value system and the values and attitudes of diverse groups in cross-cultural counseling settings; increasing awareness of the effects that culture, race, ethnicity, class, gender, and sexual orientation have on human development and the counseling process; and on learning effective counseling strategies and generic counseling methods that accommodate a diversity of cultures.

0702-607 – Counseling Theory & Practice (3) An overview of the theories of counseling including the stages and elements of effective counseling as they pertain to the three domains of school counseling, academic/career, personal, and social development; practical skills in counseling students with personal and interpersonal problems; evaluation of counseling outcomes as they relate to self-esteem, learning, and achievement; effective referral practices and interventions in response to personal, school, or community crises; and self-awareness, sensitivity to others and skillfulness in relating to individuals will be demonstrated and practiced with emphasis on an understanding of principles associated with the building of self-esteem and personal and social responsibility.

0702-608 – Prevention & Intervention in Schools (3) The course is designed to provide students with knowledge of comprehensive prevention and early intervention models for addressing student and school issues that pose barriers to learning. Emphasis is on the following: 1) the development of collaboration and coordination skills to establish partnerships among school, family, and community service organizations for the purpose of creating comprehensive counseling and support service programs, 2) the development and implementation of educational strategies and other preventive approaches for reducing school violence and other social problems students face in schools; and 3) the enhancement of interpersonal and social skills in students that can foster self-esteem, positive attitudes toward learning and motivation for achievement.

0702-609 – Educational Psychology for Counselors (3) Application of theories and principles of learning, motivation, cognition, memory, attention, social behavior, human development, individual and linguistic differencees, learning disabilities, and gender and cultural differences to the analysis of instructional strategies in school settings. Emphasis is placed on how feelings and emotional states influence the learning process and impacts on students' self-concept and academic achievement.

0702-610 – Consulting with Parents and Teachers (3) An overview of various models of consultation appropriate for working with teachers and parents, as well as instruction in the skills and techniques necessary for assisting teachers and pareents with identifying and meeting children and adolesents' instructional and developmental needs. Collaborative methods are taught for engaging teachers and parents in consultatiive processes that are mutually beneficial, provide respect for the natural hierarchy within the school, and integrate the role of the parent in the consultation process.

0702-611 – Problem Solving Counseling (3) This course is designed to teach the foundations of brief, problem oriented counseling techniques, with particular emphasis on the problem solving model, cognitive behavioral counseling approaches, and methods of assessment and case formulation with individuals (children and adolescents), couples, and families. Students will have the opportunity to practice these skills in laboratory format, as well as become familiarized with some current literature in problem solving techniques.

0702-612 – Developmental Counseling: Child and Adolescent (3) An introduction to developmental theory and its practical application for school counselors. An overview of the psychological, biological, ethnic, cultural, socioeconomic, and environmental factors that influence the growth and development of children, adolescents, and young adults. Counseling strategies and interventions based on developmental theory to meet the personal, social, and academic needs of students.

0702-613 – Group Counseling Skills (3) Theory of human communication and application of group counseling skills with children and adolescents. Experiencing group process, including giving and receiving feedback, group roles, interpersonal communication, and problem solving. Planning, conducting aand evaluating a group counseling session. Learning effective group leadership skills, stages of a group, and types of groups for schools. Teaching interpersonal skills to students and creating early intervention strategies for addressing problem behaviors.

0702-614 – Academic and Career Counseling (3) An overview of career choice theories and other career development theories; academic counseling; school-based career development programs; computer-based career and academic assessments; career information systems; employability; problem-solving skills; vocational resources; and labor market information. Students have an option to earn a Career Development Facilitator certificate, endorsed by the National Career Development Association.

0702-615 – Assessment and the Counselor (3) Principles of measurement and test construction. Identification and selection of testing instruments, including behavioral assessment, achievement, personality, aptitude and ability assessment. Cultural biases, ethical issues, politicization of assessment and other limitations of assessment. Administration, scoring, interpretation, and presentation of assessment results.

0702-616 – Counselor as Researcher (3) A practical introduction to quantitative and qualitative research in education and psychology: including basic research designs, procedures for gathering outcome data on student learning and achievement, evaluating counseling programs related to schools and families, critical analysis of published research, interpreting research findings to inform interventions and programs in schools, and the use of computer technology for accessing information, and presenting and disseminating research.

0702-617 – Consulting with Schools (3) This course is designed to provide an overview of the complex role a school counselor plays within a school system, the importance of understanding the organizational structure, and the culture of a school (and its climate) as an educational system. The focus of this class will be on developing, implementing, and evaluating a comprehensive counseling and guidance program according to the needs of the school; on effective leadership as an agent of change within the school; and on coordination strategies that build collaborative partnerships among school staff, parents, and community resources to enhance student support services

0702-618 – Law and Ethics for School Counselors (3) This course will provide students with knowledge of ethical standards and practices of the school counseling profession and current legal mandates affecting students and the delivery of counseling services. Students will learn the range of ethical and legal issues involved in providing pupil services such as safeguarding confidentiality, reporting abuse and neglect, handling threats to self or others, attendance and truancy, pupil records, and special education laws. There will be opportunties to apply ethical standards and address legal issues to specific counseling situations through case simulations.

0702-619 – Fieldwork Practicum (2) 100 hour initial practicum orienting the pupil personnel services candidate to the work of the school counselor in k-12 public schools or community colleges. Candidates learn legal and practical differences between the role of a school counselor and a therapist; compare and contrast counseling roles at the elementary, middle, secondary, and post secondary levels; learn the role and responsibilities of all school personnel on site and at the district level, and participate in school-based meetings under the supervision of an approved Mentor Counselor and from a university faculty member.

0702-620 – PPS Traineeship I (2) 150 hours in applying skills from the program's courses of instruction within a k-12 school or community agency. Working with students individually, in a group or in a family context. Providing academic advising, logistical duties, consulting, counseling projects, and personal counseling of students. Includes counseling students of a culture different from the credential candidate's. Supervision from an approved Mentor Counselor and from a university faculty member.

0702-621 – PPS Traineeship II (2) 150 hours in applying skills from the program's courses of instruction within a k-12 school or community agency. Working with students individually, in a group or in a family context. Providing academic advising, logistical duties, consulting, counseling projects, and personal counseling of students. Includes counseling students of a culture different from the credential candidate's. Supervision from an approved Mentor Counselor and from a university faculty member.

0702-622 – PPS Traineeship III (2) 150 hours in applying skills from the program's courses of instruction within a k-12 school or community agency. Working with students individually, in a group or in a family context. Providing academic advising, logistical duties, consulting, counseling projects, and personal counseling of students. Includes counseling students of a culture different from the credential candidate's. Supervision from an approved Mentor Counselor and from a university faculty member.

0702-623 – PPS Traineeship IV (2) 150 hours in applying skills from the program's courses of instruction within a k-12 school or community agency. Working with students individually, in a group or in a family context. Providing academic advising, logistical duties, consulting, counseling projects, and personal counseling of students. Includes counseling students of a culture different from the credential candidate's. Supervision from an approved Mentor Counselor and from a university faculty member.

School Counseling Program
Outcomes and Competencies

The School Counseling Program seeks to prepare students in each of the competencies listed below. These outcomes are evaluated at the end of the first and second year in the Program and are stated on course syllabi and in the School Counseling Handbook.

Our stated competencies are organized around the following content areas, reflected in our curriculum.

A. Counseling Theory and Skills
1. Understand the major theories in counseling.
2. Learn basic counseling skills with emphasis on the school setting.
3. Learn and apply basic counseling techniques to individual students.
4. Understand of how your cultural background and worldview influence the counseling process.
5. Understand the impact of the counselor-client relationship.
6. Learn to apply culturally sensitive counseling techniques for students of culturally diverse backgrounds.
7. Understand how to select counseling techniques from different theoretical orientations to accommodate student concerns.

B. Professional Ethics & Legal Issues
1. Understand ethical principles for school counselors and their application for practice.
2. Understand relevant education law and legal issues in the school setting.
3. Learn to apply ethical & legal standards in working with students and parents.
4. Understand of fundamental practices of the school counselor at different grade levels.

C. Child and Adolescent Development
1. Understand major developmental theories for children and adolescence.
2. Understand and apply counseling strategies and techniques for addressing the developmental needs of students.
3. Learn to assess and counsel student’s developmental challenges.
4. Learn to communicate with parents and school staff for student achievement about various developmental issues.

D. Cross Cultural Counseling
1. Increase awareness of the effects that culture, race, ethnicity, class, gender, and sexual orientation have on the performance of youth in schools.
2. Increase understanding of cultural values and beliefs among dominant ethnic groups in the U.S. and diversity within each group.
3. Increase understanding of socio-cultural issues that influence cross-cultural interactions in the school environment.
4. Promote ethnic and cultural identity development and a healthy climate that respects diversity throughout the school.
5. Increase knowledge and skills in providing culturally appropriate counseling to support the personal and academic success of diverse youth.

6. Understand how your cultural background and worldview influence the counseling process.

E. Prevention and Intervention in Schools

1. Understand and apply prevention and early intervention strategies for identifying and addressing student problems or issues.
2. Understand and apply approaches for developing family-school collaborations and relationships.
3. Understand the coordination of comprehensive support services for students utilizing school and community partnerships and resources.
4. Learn to propose a prevention or intervention approach or program to meet student needs.
5. Learn to develop working relationships and coordinating services with the school, community, and family to impact student success.

F. Group Counseling

1. Understand group dynamics and skills of group counseling with students.
2. Understand interpersonal communication and group process in facilitating group work.
3. Learn skills in planning and developing a group that identifies and meets the needs of a specific group of students.
4. Learn skills in conducting and evaluating a group counseling session that develops awareness and skills for students.

G. Assessment and The Counselor

1. Understand test construction, measurement, testing instruments, and their biases or limitations.
2. Understand how to interpret test results and to effectively use the information for counseling, planning, and consulting with teachers and parents.
3. Learn skills in administering, scoring, and interpreting test results to children, adolescents and parents.
4. Learn skills in using assessment information for developing personal counseling goals.

H. Consulting with Parents and Teachers

1. Understand consultation principles and practices in collaborating with teachers.
2. Understand parent consultation models and how to collaborate with parents and families.
3. Learn skills in assisting teachers with classroom management strategies and support.
4. Learn skills in assisting parents to support the personal and academic needs of students.

I. Problem-Solving Counseling

1. Understand cognitive behavioral counseling strategies for promoting personal responsibility, decision-making, and social skills.
2. Understand functional assessment strategies for students and measuring social and academic progress.
3. Learn skills in applying counseling techniques for personal issues, for crisis intervention, and effective referrals.
4 Learn skills in conducting a functional assessment, conceptualizing the student needs, and formulating a counseling plan for students, involving family and school personnel.

J. Academic and Career Counseling

1. Understand career, occupational, and college counseling approaches with students.

2. Understand academic and career resources, and the development of effective programs for establishing academic and career plans.
3. Learn skills in applying career counseling, interest inventories, and job-seeking skills training.
4. Learn skills in utilizing career and college resources and linking students to opportunities.

K. Educational Psychology for Counselors

1. Understand theories of learning, learning styles, and barriers to learning.
2. Understand assessment data and the special education process for learners with special needs.
3. Understand teaching and curriculum standards and productive instructional strategies and classroom environments.
4. Learn skills in developing lesson plans and implementing effective instructional strategies for student learning styles.
5. Learn skills in counseling special needs students and addressing barriers to learning, and working with parents, teachers, and school personnel.

L. Counselor as Researcher

1. Identify strengths and weaknesses of the basic qualitative and quantitative research designs.
2. Read and critique published research in the school counseling, psychology, and education professions.
3. Conduct a school-based needs assessment for counseling and support services.
4. Develop a comprehensive program evaluation of counseling and support services in schools.
5. Be able to apply research outcomes to prevention and intervention development in schools.
6. Present research findings to students, parents, school staff, and community stakeholders for program planning and development.
7. Develop a research proposal using qualitative and quantitative methods.
8. Understand ethical issues related to conducting research.

M. Consulting with Schools

1. Understand and apply consultation principles and strategies for working with school systems.
2. Understand and apply collaborative approaches to coordinating programs and services for students.
3. Understand and apply comprehensive counseling and guidance services, and school and community resources to meet student needs.
4. Learn skills in collaborating with school staff to coordinate services for students needs.
5. Learn skills in consulting with school staff to develop counseling services and/or programs for student support.

School of Education Teaching Weekend Schedule

Fall 2011	**Spring 2012**	**Fall 2012**
August 20 *	January 21 *	August 18 *
August 26-27	January 27-28	August 24-25
September 9-10	February 10-11	September 7-8
September 23-24	February 24-25	September 21-22
October 14-15	March 9-10	October 5-6
October 28-29	March 23-24	October 19-20
November 4-5	March 30-31	November 2-3
November 18-19	April 20-21	November 16-17
December 2-3	May 4-5	Nov 30-Dec 1

Spring 2013	**Fall 2013**	**Spring 2014**
January 19 *	August 17 *	January 18 *
January 25-26	August 23-24	January 24-25
February 8-9	September 6-7	February 7-8
February 22-23	September 20-21	February 21-22
March 8-9	October 4-5	March 7-8
March 22-23	October 18-19	March 21-22
April 5-6	November 1-2	April 11-12
April 19-20	November 15-16	April 25-26
May 3-4	December 6-7	May 2-3

UNIVERSITY of SAN FRANCISCO School of Education	**Certificate of Clearance Information Sheet**

What is a certificate of clearance? When will I need to get it?

A Certificate of Clearance (CofC) is a document issued to you by the California Commission on Teacher Credentialing (CCTC) which verifies that you have completed both the Livescan fingerprint process and the subsequent character and identification process. Teacher Education student must obtain a CofC prior to beginning Student Teaching. Special Education students must obtain a CofC before applying for an Intern credential and School Counseling students must obtain a CofC prior to being admitted to the University. A CofC must be on file with the CCTC before a Teaching or Services Credential can be issued.

I have already been fingerprinted for my job and/or volunteer work. Does this mean I already have a Certificate of Clearance?

Not necessarily. Many employers and volunteer organizations require that employees/volunteers complete a Livescan process. However, most do not do a character and identification process through the CCTC. You must have either a current CofC, Teaching, or Services Credential on file with the Commission in order to begin student teaching (Teacher Education), before applying for Internship credentials (Special Education), or applying to the university (School Counseling).

How can I find out if I have a current Certificate of Clearance, Teaching or Services Credential on file with the CCTC?

You can access all documents issued to you by the CCTC via their online search proxy. Remember, in order to enroll for student teaching (Teacher Education), apply for an Intern credential (Special Education), or apply to the University (School Counseling), your CofC, Teaching, or Services Credential must be current. If your document will expire before the appropriate deadline you must complete another Livescan and character and identification process.

To access your documents go to: *https://teachercred.ctc.ca.gov/teachers/PersonalSearchProxy*
(if you have no documents on file you will need to obtain a Certificate of Clearance)

What do I do if I have had a prior criminal conviction?

You must disclose all prior criminal convictions even if those cases have been dismissed or expunged and regardless of how much time has passed. You will also be required to submit court documents. Though this process can be daunting and may bring up experiences you would prefer to forget, you must be honest and make full disclosure. For more information see page two of the Formal Request for Credential Recommendation form or contact Kimberly Kopp at (415) 422-2117 or via email at credentialanalyst@usfca.edu.

How can I obtain a Certificate of Clearance?

Obtaining a Certificate of Clearance is a three step process. You will need to complete both the 41-LS Request for Livescan Service and Formal Request for Clearance Recommendation (FRCR) forms.

If no FRCR and/or 41-LS form is attached to this information sheet, please contact Kimberly Kopp at (415) 422-2117 or via email at credentialanalyst@usfca.edu.

Step 1

Take the 41-LS form to a local Livescan service center to have your fingerprints scanned electronically. Livescan service center locations can be found at the California Attorney General website at: *http://ag.ca.gov/fingerprints/publications/contact.htm*

The Livescan service center submits your fingerprints to the Department of Justice (DOJ) and the FBI. The DOJ and FBI will conduct a background investigation and hold the results for submission to the CCTC. You will receive two copies of the 41-LS form from the Livescan operator. Keep one copy for your records and submit the other copy with your FRCR form in Step 2. **IMPORTANT**: the DOJ/FBI does not submit results of their background investigation to the CCTC. You must complete the reaming steps in order to notify the CCTC that a background investigation has been completed.

Step 2

Complete the Formal Request for Clearance Recommendation form (front and back) and submit to Kimberly Kopp (address below) with a copy of your completed 41-LS form. Remember, if you have any prior criminal convictions you must also submit court documents as noted above. Once your FRCR and 41-LS forms have been received, Kimberly will submit an electronic recommendation to the CCTC via a third party vendor.

IMPORTANT: you will need to complete Step 3 in order to complete the recommendation process. At this point the vendor simply holds the recommendation until you complete Step 3.

Step 3

Once your recommendation has been submitted you will receive a series of emails. The first email is the most important. This email notifies you that you have been recommended for a CofC by the University and will contain a link to the CCTC website where you will be able to access your electronic application. You must complete the online application, pay the CofC fee ($29.50), and click the “submit” button in order for your electronic application to be sent to the CCTC. The CCTC will then contact the DOJ/FBI to obtain results of their background investigation. This will complete Step 3. The next email you receive will be a “verification of clearance” recommendation. Keep this email for your records as it shows that your application has been submitted to the CCTC. The final email will notify you that your Clearance has been issued. This email will contain a link to the CCTC website where you can download copies of your Certificate of Clearance. **Please Note**: the CCTC no longer mails hard copies of the Certificates of Clearance. You must download copies from the CCTC website for submission to the School of Education deans office.

Submit Certificate of Clearance Application forms to:
USF/School of Education, Attn: Kimberly Kopp
2130 Fulton Street. San Francisco, CA 94117
Questions? Contact Credential Analyst at (415) 422-2117 or at credentialanalyst@usfca.edu

UNIVERSITY of SAN FRANCISCO School of Education	**Certificate of Clearance** Request for Recommendation

Return this form with a copy of the attached 41-LS form.
Requests submitted without 41-LS forms will not be processed.
Submit documents to:
University of San Francisco/School of Education
Attn: Kimberly Kopp, 2130 Fulton St., San Francisco, CA 94117
Questions? Call the credential office at 415-422-2117

Name: Social Security #:

Email Address: Date of Birth:
(Due to compatibility issues **AOL** users must use an alternative email account)

Mailing Address: Phone #:

City/State/Zip:

Instructions:

1) Complete the Request for Recommendation form.
2) Complete the Live Scan (41-LS form attached) fingerprint process. (A current listing of Live Scan sites offering electronic fingerprint services is available to the public on the California Attorney General's website at www.ag.ca.gov).
3) Return the completed forms to Kimberly Kopp at the address above or to room 032 SOE.
4) Shortly after you submit your request you will receive an email from the CCTC asking you to complete the On-Line application and pay the $29kimk.50 processing fee.
5) Approximately 4-6 weeks later you will receive another email from the CCTC notifying you of certificate issuance.

CHARACTER AND FITNESS QUESTIONS FOR CERTIFICATE OF CLEARANCE APPLICATION

Answer the questions below by checking "yes" or "no". **If you answer "yes" to questions, 2, 3, 4, 5, 6, or 7 you *must* provide the following documents along with an explanation:**

Criminal Conviction: Provide a ***certified copy*** of:

- the complete investigative or arrest report from the appropriate law enforcement agency, and
- court documents showing the charges filed against you, including the criminal complaint and sentencing documents, and
- complete court docket, showing the plea you entered, the sentence, and verification that any conditions of probation were satisfied, and
- court order expunging the record or a certificate of rehabilitation, if applicable.

Continued on Reverse

If any records have been purged or are otherwise not available, provide an original statement from the law enforcement agency or court **on official letterhead** verifying that fact.

You may also provide documented evidence of rehabilitation, such as proof of completion of drug or alcohol programs; letters **on official letterhead** from professional counselors, instructors, employers, probation or parole officers; letters from recovery programs and/or counselors attesting to current sobriety and length of time of sobriety; proof of community work, schooling, or other self-improvement efforts; current mental status examination by a clinical psychologist; and your own statement describing your rehabilitative efforts or changes made to prevent future problems.

Action by Licensing Agency: Provide a copy of any decisions, findings, accusations, charges, investigative reports, and any other documents related to the licensing agency's action. If the records have been purged or are otherwise not available, provide an original statement from the licensing agency verifying that fact.

YOU ARE REQUIRED TO DISCLOSE ALL CRIMINAL CONVICTIONS (MISDEMEANORS AND FELONIES), INCLUDING CONVICTIONS BASED ON A PLEA OF NO CONTEST. YOU MUST DISCLOSE A CONVICTION NO MATTER HOW MUCH TIME HAS PASSED EVEN IF THE CASE HAS BEEN DISMISSED PURSUANT TO PENAL CODE SECTION 1203.4

1. Have you ever held a credential or license authorizing service in the public schools in another state? ☐ Yes ☐ No

   If you answer "yes" - State__________ Type of Credential _________________________

   State __________ Type of Credential _________________________

2. Has **any** application you filed in another state or place for a credential, license, or other document authorizing public school service or teaching been denied and/or rejected for alleged misconduct? ☐ Yes ☐ No

3. Has **any** disciplinary action (including and action that was stayed by the licensing agency) ever been taken against **any** credential, license or other document authorizing public school services or teaching that you hold or held in another state or place? ☐ Yes ☐ No

4. Have you ever been convicted, including a conviction based on a plea of no contest, of **any** felony or misdemeanor in California or any other state or place? **(Note: You must disclose your conviction even if the case was dismissed pursuant to Penal Code section 1203.4, or the equivalent)** ☐ Yes ☐ No

5. Has **any** disciplinary action (including and action that was stayed by the licensing agency) ever been taken against **any** professional or vocational licenses that you hold or held in California or any other state or place? ☐ Yes ☐ No

6. Are **any** criminal charges currently pending against you in California or any other place, or are you **currently** the subject of **any** inquiry or investigation by a state or federal law enforcement agency or a licensing agency in California or any other state or place? ☐ Yes ☐ No

7. Have you ever been the subject of **any** inquiry or investigation by a state or federal law enforcement agency or a licensing agency in California or any other state or place regarding alleged misconduct that involved **children** or took place on **school property**? ☐ Yes ☐ No

8. Have you ever been dismissed, non-reelected, suspended without pay for more than ten days, retired, resigned, or otherwise left school employment because of allegations of misconduct or while allegations of misconduct were pending? ☐ Yes ☐ No

9. Is **any** disciplinary action now pending against you in any school district or other school employer? ☐ Yes ☐ No

Oath and Affidavit

I solemnly swear (or affirm) that I will support the Constitution of the United States of America, the Constitution of the State of California, and the laws of the United States and the State of California. I hearby certify (or declare) under penalty of perjury under the laws of the State of California that all the foregoing statements in this application are true and correct.

Date _______________________ City ___________________ County ________________ State ______

☒ **Signature of Application** ____

APPENDIX III:

Assessment Tools

ASSESSMENT TOOLS REPORTED IN THE BIENNIAL REPORT

Introduction

The following measures were used to assess candidates:

1. Embedded Course Assessments (see syllabi and course assignments) [linked to Narrative and Appendix I]
2. School Counseling Final Fieldwork Evaluation Form (competency performance) [linked to Appendix II]
3. Evaluation of the candidate's performance in school counseling practicum by on site mentor counselor (Practicum evaluation form)
4. Evaluation of candidate's performance by university fieldwork supervisors (part of Practicum evaluation form)
5. Self-reported evaluation on performance by USF school counseling candidate supervisors (part of Practicum evaluation form)

To assess program effectiveness, the following assessments were used:

1. School Counseling exit survey on program effectiveness (Word version and Online)
2. SUMMA course evaluations
3. Narrative course evaluations
4. Feedback from Adjunct faculty
5. Course review of assignments and activities (linked to Appendix I)
6. Job placement data
7. Retention data
8. Feedback from District administration and staff
9. School Counseling Curriculum Map

Assessment Tools Reported on in the Biennial Report
Introduction

To assess program effectiveness, the following assessments were used:

Course syllabi, assignments, and curricular activities are reviewed for overlap, assessment of program goals, and an evaluation of the standards in the program. The Program Coordinator meets with core faculty once a week to discuss program issues such as curriculum, training, partnerships, faculty, staff, student performance, hiring, planning, and areas of improvements. A large part of these discussions include course review of assignments and activities. All faculty in the program meet once a semester to discuss course overlap, content, and assignments. Fieldwork instructors meet 2-3 times a semester to discuss course content and assignments.

USF SCHOOL COUNSELING PROGRAM
FINAL PRACTICUM EVALUATION FORM

This evaluation form attests to the competency of the candidate named below in meeting practicum requirements of the program outlined in the practicum guidelines.

Name of Student (print) ____

Name of Mentor Counselor ____

At the end of the semester, the Mentor Counselor will provide a narrative evaluation of the student noting acquired skills, personal strengths, and any areas needing attention or improvement before the candidate starts formal fieldwork practice.

Comments by On-Site Supervisor/Mentor Counselor of candidate's performance based on guidelines:

____

Supervisor/Mentor Counselor Signature Date

____

Date PPS Credential Issued

USF SCHOOL COUNSELING PROGRAM
FINAL PRACTICUM EVALUATION FORM

This evaluation form attests to the competency of the candidate named below in meeting practicum requirements of the program outlined in the practicum guidelines.

Name of Student (print) ____

Name of Mentor Counselor ____

At the end of the semester, the Mentor Counselor and Candidate will provide a narrative evaluation of the student noting acquired skills, personal strengths, and any areas needing attention or improvement before the candidate starts formal fieldwork practice.

Comments by USF Candidate of her/his performance:

____

USF Candidate Signature Date

USF SCHOOL COUNSELING PROGRAM
FINAL PRACTICUM EVALUATION FORM

This evaluation form attests to the competency of the candidate named below in meeting practicum requirements of the program outlined in the practicum guidelines.

Name of Student (print) ____

Name of Mentor Counselor ____

At the end of the semester, the Mentor Counselor, Candidate and University Fieldwork Supervisor will provide a narrative evaluation of the student noting acquired skills, personal strengths, and any areas needing attention or improvement before the candidate starts formal fieldwork practice.

Comments by University Fieldwork Supervisor of candidate's performance:

____

University Fieldwork Supervisor Signature Date

School Counseling Program Exit Interview

Thank you for taking the time to answer this survey about your experience in the School Counseling Program. We are interested in learning about your impressions of the main strengths and weaknesses of the program in terms of its curriculum, quality of pedagogy, fieldwork experience, and overall structure. Your feedback is very important for us and for the program. We really appreciate your time responding to this survey. Please feel free to contact Dr. Perez-Gualdron at lperezgualdron@usfca.edu if you have any questions/comments. Thank you!

Main strengths of the program

1) What are the main strengths of the program in terms of its curriculum?
2) What are the main strengths of the program in terms of its quality of instruction?
3) What are the main strengths of the program in terms of fieldwork experience?
4) What are the main strengths of the program in terms of its overall structure?

Areas of Improvement

5) What are the main areas of improvement for the program in terms of its curriculum? Suggestions for improvement?
6) What are the main areas of improvement for the program in terms of its quality of instruction? Suggestions for improvement?
7) What are the main areas of improvement for the program in terms of fieldwork experience? Suggestions for improvement
8) What are the main areas of improvement for the program in terms of the overall structure? Suggestions for improvement

USF Services and facilities

9) How were the facilities during your time in the program? (e.g., USF library, services, computer lab, cafeteria, gym, etc.) Did you feel you had access to various services and facilities at USF and the SOE?
10) Please add any suggestions for improvement or comments that have not been covered in any of the questions above.

SCP 2011 Exit Survey (Online Version)

Main Strengths of the Program –

Question 1). What are the main strengths of the Program in terms of its curriculum?

Question 2). What are the main strengths of the Program in terms of its quality of instruction?

Question 3). What are the main strengths of the Program in terms of its fieldwork experience?

Question 4). What are the main strengths of the Program in terms of its overall structure?

Areas of Improvement –

Question 5). What are the main areas of improvement for the Program in terms of its curriculum? Suggestions for improvement?

Question 6). What are the main areas of improvement for the Program in terms of its quality of instruction? Suggestions for improvement?

Question 7). What are the main areas of improvement for the Program in terms of its fieldwork experience? Suggestions for improvement?

Question 8). What are the main areas of improvement for the Program in terms of its overall structure? Suggestions for improvement?

USF Services and Facilities –
Question 9). How were the facilities during your time in the Program (e.g., USF Library, services, computer lab, cafeteria, gym, etc.). Did you feel you had access to various services and facilities at USF and the SOE?

General Suggestions and Comments –
Question 10). Please add any suggestion(s) for improvement or comment(s) that have not been covered in any of the questions above.

Thanks!!!

WHEN ENCLOSED EVALUATIONS ARE COMPLETED, PLEASE SEAL & RETURN THIS ENVELOPE TO THE SCHOOL OF EDUCATION DEANS OFFICE. THANK YOU.

Fall 2011

Course section:	CPSY 687-04
Enrollment:	18 students
Course Title:	Pragmatic Family Systems Therapy
Instructor:	P. Cowick

To provide additional student feedback (written comments) to instructors, we are asking that you have students complete the enclosed Course Evaluation forms, in addition to the SUMMA Faculty Evaluations.

1) Provide students with the enclosed forms at the same time you have them complete the SUMMA.

2) When they complete the forms, make sure they put the SUMMA forms back in the SUMMA envelope and the Course Evaluation forms in this envelope.

3) Have the envelope sealed and signed, just as with the SUMMA.

4) Return this sealed envelope, along with the SUMMA envelope to the Campus Office.

5) Once grades are posted, the enclosed Course Evaluations will be typed and returned to you.

If you have any questions, please contact Estella Pabonan at epabonan@usfca.edu or 415-422-5686.

Thank you.

Fall 2011

These are typed before returned to instructor

Course Section:	**CPSY 687-04**
Enrollment:	**18 students**
Course Title:	**Pragmatic Family Systems Therapy**
Instructor:	**P. Cowick**

Instructor's Teaching Methods Strengths: ______________________________

Suggestions for Improvements: ______________________________

Course Content Strengths: ______________________________

Suggestions for Improvements: ______________________________

Textbooks/Readings: ______________________________

Other Comments: ______________________________

Assessment Tools Reported on in the Biennial Report

Adjunct Faculty Feedback

Individual and group meetings with adjunct faculty in the School Counseling Program highlight overlap and gaps in the curriculum and help to identify areas of improvement. The Program Coordinator is in frequent contact with each faculty member (several times a semester) and we meet as a group at least once a semester. Meetings with Fieldwork Instructors are 2-3 times a semester. Faculty review syllabi, course content, competencies, student performance, fieldwork experiences, training goals, program materials, and course sequence.

Assessment Tools Reported on in the Biennial Report

Feedback from District administration and staff

The Program Coordinator meets regularly with the San Francisco Unified School District (SFUSD) Head Counselor, Support Services staff, counselors, Principals, and other District staff about our training program and goals. She is in frequent contact with most of these stakeholders (several times a semester) and this feedback is used to improve course content, course assignments, and training experiences. This feedback is also used to identify pressing issues and future needs in public schools so our curriculum may respond accordingly.

Assessment Tools Reported on in the Biennial Report

Job Placement Data

Job placement survey data provides information regarding effectiveness of the program model in assisting candidates to secure administrative positions. We have been actively collecting data from alumni to track job placement information for at least five years. Data are tracked in collaboration with two class representatives from each graduating class. This data is entered into an alumni database. Alumni are also connected to the program via social networking sites which provides additional information for tracking job placement data.

Assessment Tools Reported on in the Biennial Report

Retention rate data

We track the progress and completion rates of all students who enter the Program and make it past our initial census date. This data is collected by the Program Coordinator and kept in our student database.

Assessment Tools Reported on in the Biennial Report

School Counseling Curriculum Map

The School Counseling Curriculum Map provides data of how specific courses align with different CTC standards and competencies. On this curriculum map we list all the courses in our curriculum and we match these with CTC standards and competencies. This curriculum map is reviewed every year for accuracy and to note any changes in our curriculum.

Curriculum Map
School Counseling Program

Student competencies in the School Counseling Program may be demonstrated by meeting a basic proficiency in each of the 15 specific CTC Standards for School Counseling. The 15 standards are each aligned with specific learning outcomes. The Curriculum Map below lists the 15 general categories, followed by related learning goals in numerical order 1-15. In addition, the School Counseling Program has two additional competencies in Cross-Cultural Counseling (#16) and Assessment (#17). Under each standard, are program outcomes or goals (a, b, etc.). The Key codes describe the various levels of coverage of each School Counseling courses, which are listed across the top of the chart in sequential order.

Key I = Introduced with moderate coverage
M = Moderate Coverage
S = Significant Coverage
C = Comprehensive Coverage

	CPSY 618	CPSY 607	CPSY 612	CPSY 619	CPSY 606	CPSY 608	CPSY 602/620	CPSY 613	CPSY 616	CPSY 603/621	CPSY 609	CPSY 611	CPSY 604/622	CPSY 610	CPSY 614	CPSY 605/623	CPSY 615	CPSY 617
1. Foundations of the School Counseling Profession (CTC Standard 17)																		
a. Candidates will demonstrate knowledge and the history of the trends of school counseling.	C			M		M	I		I	M		I	M			M		M
b. Candidates will demonstrate knowledge of how school counseling programs promote student development and learning.		S		M		C	M		I	M		I	M	M		M		M
2. Professionalism, Ethics and Legal Mandates (CTC Standard 18)																		
a. Candidates will identify ethical principles for school counselors and their application for practice.	C	I	I	I		I	I		I	M			M			M		
b. Candidates will identify the relevant education law and legal issues in the school setting.	C					I	I		I	M			M			M		
c. Candidates will apply ethical and legal standards in working with students and parents.	C					I	M		I	M			M			M		
d. Candidates will know and apply the fundamental practices of the school counselor at different grade levels.	C	I	I	I		I	M		I	M			M			M		
3. Academic Development (CTC Standard 19)																		
a. Candidates will demonstrate knowledge of high school graduation requirements.				I		I	I			I			I		C	I		I
b. Candidates will demonstrate knowledge and				I		I	I			I			I		C	I		I

	CPSY 618	CPSY 607	CPSY 612	CPSY 619	CPSY 606	CPSY 608	CPSY 602/620	CPSY 613	CPSY 616	CPSY 603/621	CPSY 609	CPSY 611	CPSY 604/622	CPSY 610	CPSY 614	CPSY 605/623	CPSY 615	CPSY 617
skill in assisting students to develop academic plans.																		
c. Candidates use career and college resources, linking students to post secondary educational opportunities.				I		I	I			I			I		C	I		I
4. Career Development (CTC Standard 20)																		
a. Candidates identify career, occupational, and college counseling approaches with students.		I		I			I						I		C	I		
b. Candidates identify academic and career resources, and the development of effective programs for establishing academic and career plans.		I		I			M			M			M			M		
c. Candidates apply career counseling, interest inventories, and job-seeking skills training.				I			M			M			M			M		
d. Candidates use career and college resources, linking students to opportunities.				I			M			M			M			M		
5. Personal and Social Development (CTC Standard 21)																		
a. Candidates demonstrate skills to assist students in developing personal strengTHS, values, self-worth, problem solving, decision making, and goal setting.		S		I	I	I	S			M	I	S	S	I	S	S	I	I
b. Candidates demonstrate skill in helping students appreciate cultural diversity and individual differences.		S	M	I	C	I	S	M	M	M	I	S	S	I	S	S	I	I
c. Candidates identify and apply strategies for measuring student social and academic problems.		S		I	I	I	S		I	M	I	S	S	I	S	S	I	I
6. Leadership (CTC Standard 22)																		
a. Candidates demonstrate knowledge of effective leadership strategies in offering programs and individual counseling.		I		I		M		M		I		I	M	I		M		I
b. Candidates demonstrate knowledge of issues relating to educational reform, funding, and school management that promotes student learning.	I			I		M			I	I	M		M	I		M		I
7. Advocacy (CTC Standard 23)																		
a. Candidates demonstrate skills and attitudes essential for advocating for the academic success of students.	I	M		I		M	M			M			M	M		M		I
b. Candidates demonstrate knowledge of barriers and discriminatory practices that limit the future educational outcomes for all students.		M		I	S		M		M	M			M	M		M		I

	CPSY 618	CPSY 607	CPSY 612	CPSY 619	CPSY 606	CPSY 608	CPSY 602/620	CPSY 613	CPSY 616	CPSY 603/621	CPSY 609	CPSY 611	CPSY 604/622	CPSY 610	CPSY 614	CPSY 605/623	CPSY 615	CPSY 617
8. Learning Achievement and Instruction (CTC Standard 24)																		
a. Candidates identify theories of learning, learning styles, and barriers to learning.			M								C		I		M	I	M	
b. Candidates identify assessment data and the special education process for learners with special needs.											C		I		M	I	M	
c. Candidates identify teaching and curriculum standards and productive instructional strategies and classroom environments.											C		I		M	I	M	
d. Candidates demonstrate skills in developing lesson plans, implementing effective instructional strategies for student learning styles.											C		I		M	I	M	
e. Candidates demonstrate skills in counseling special needs students and addressing barriers to learning, and working with parents, teachers, and school personnel.											C		I		M	I	M	
9. Individual Counseling (CTC Standard 25)																		
a. Candidates will identify the major theories in counseling.		C	I				C	I		C		M	C	I		C		I
b. Candidates will know the basic counseling skills with emphasis on the school setting.		C		C	M	M	C	I		C		M	C	I		C		I
c. Candidates will identify and apply basic counseling techniques to individual students.		C	I	C	M	M	C	C		C		M	C	I		C		I
d. Candidates demonstrate skill in crisis intervention and community referrals.		M		C		M	C			C		I	C	I		C		I
10. Group Counseling and Facilitation (CTC Standard 26)																		
a. Candidates demonstrate knowledge of group dynamics and skills of group counseling with students.		I		I				C		S			S			S		
b. Candidates demonstrate knowledge of interpersonal communication and group process in facilitating group work.		I		I				C		S			S			S		
c. Candidates practice planning and developing a group that identifies and meets the needs of a specific group of students.		I	I	I				C		S			S			S		
d. Candidates practice conducting and evaluating a group counseling session that develops awareness and skills for students.		I		I				C		S			S			S		
11. Collaboration, Coordination and Team Building (CTC Standard 27)																		
a. Candidates demonstrate skills in consulting and collaborating with school staff, parents, individuals, groups, and community agencies.		I		I		M	S		I	S			S	C	I	S		C

	CPSY 618	CPSY 607	CPSY 612	CPSY 619	CPSY 606	CPSY 608	CPSY 602/620	CPSY 613	CPSY 616	CPSY 603/621	CPSY 609	CPSY 611	CPSY 604/622	CPSY 610	CPSY 614	CPSY 605/623	CPSY 615	CPSY 617
b. Candidates possess skills in building effective teams of school staff, parents and community members to promote student learning.		I		I		M	S			S			S	C	I	S		C
c. Candidates know and apply consultation strategies and principles for working with school systems.				I		M	S		I	S			S	C	I	S		C
12. Organizational Systems and Program Development (CTC Standard 28)																		
a. Candidates understand organizational theory and it applies to the structure, dynamics and cultural contexts of schools.				I	M	M	I					I	I	M		I		M
b. Candidates have skills to develop, implement and evaluate guidance programs as part of an overall school plan.				I		M	I			I		I	I	M	S	I		M
13. Prevention, Intervention and Training (CTC Standard 29)																		
a. Candidates will identify and apply prevention and early intervention strategies for identifying and addressing student problems or issues.		I		I		C				M					I			
b. Candidates will identify and apply approaches for developing family-school collaborations and relationships.		I		I		C				M					I			
c. Candidates recognize the coordination of comprehensive support services for students utilizing school and community partnerships and resources.		I		I		C	C			M			C	M	I	C		M
d. Candidates can identify a prevention or intervention approach or program to meet student needs.		I		I		C				M					I			
e. Candidates create working relationships and coordinate services with school, community, and family to impact student success.		I		I		C	C			M			C	M	I	C		M
14. Research, Program Evaluation and Technology (CTC Standard 30)																		
a. Candidates identify strengTHS and weaknesses of the basic qualitative and quantitative research designs, statistical methods and are able to evaluate published research.		I			I				C			M						
b. Candidates demonstrate knowledge and skills of needs assessment, program evaluation, and the use of technology in disseminating program evaluation data.		I				S	I		C	I		M	I			I		
15. Field Experience (CTC Standard 31)																		

	CPSY 618	CPSY 607	CPSY 612	CPSY 619	CPSY 606	CPSY 608	CPSY 602/620	CPSY 613	CPSY 616	CPSY 603/621	CPSY 609	CPSY 611	CPSY 604/622	CPSY 610	CPSY 614	CPSY 605/623	CPSY 615	CPSY 617
a. Candidates develop effective counseling skills with students, parents, school staff and other working professionals.		I		I		I	C			C			C	C		C		M
b. Candidates demonstrate skill in program development and evaluation.		I		I		C	C			C			C	I		C		I
c. Candidates receive regular and formal feedback and evaluations of their field experience by mentor counselors and program faculty.				C			C			C			C			C		
16. Cross Cultural Counseling																		
a. Candidates will recognize the effects that culture, race, ethnicity, class, gender, and sexual orientation have on the performance of youth in schools.		S		I	C				M				I			I		
b. Candidates will recognize the cultural values and beliefs among dominance ethnic groups in the U.S. and diversity within each group.		S		I	C				M				I			I		
c. Candidates will identify socio-cultural issues that influence cross-cultural interactions in the school environment.		S		I	C				M				I			I		
d. Candidates will promote ethnic and cultural identity development and a healthy climate that respects diversity throughout the school.		S	I	I	C				M				I			I		
e. Candidates will demonstrate increased knowledge and skills in providing culturally appropriate counseling to support the personal and academic success of diverse youth.		S		I	C				M				I			I		
17. Assessment and the Counselor																		
a. Candidates demonstrate knowledge of test construction, testing instruments, and their biases or limitations.									I		I				I		C	
b. Candidates demonstrate skill in administering and interpreting tests to effectively use the information for counseling, planning, and consulting with teachers and parents.									I		I				I		C	
c. Candidates demonstrate skills in using assessment information for developing personal counseling goals.									I		I				I		C	