The University of Texas at Austin

EDP 384C: SCHOOL COUNSELING
Spring, 2018
Unique Number: 10295
SZB 432
Thursday 4:30 – 7:30

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Course Description

School counseling, much like education in general may demonstrate rich variation in practice from state to state; within states the work of the professional school counselor may vary by district and even by campus within a given district. This level of variety is consistent with a long-held regard for local control in education in this country and in a positive sense, allows schools some flexibility in meeting the needs of students. However, in the field of professional school counseling, such flexibility may lead to role diffusion and marginalization of counselors in the school setting to a degree that counselors are unable to effectively meet the needs of their students. Through the guidance of the American School Counseling Association (ASCA), professional school counselors have actively worked to provide consistency in how counseling is delivered in our schools. Under ASCA, recently revamped standards have been put in place to give counselors needed guidance in program creation while allowing for the flexibility necessary to institute dynamic programs that are responsive to individual campus needs. The ASCA model for professional school counseling does this with an eye towards the importance of using data as a driver for decision-making in our schools; an understanding of this data-driven model is crucial for those with an interest in best practices in school counseling. In this course, students will explore these best practices for professional school counselors, keeping in mind, the ASCA themes of leadership, advocacy, collaboration and systemic change. Students in the class will use data sets including district strategic plans, campus improvement plans and state reported district and campus discipline and academic report cards to analyze how professional school counselors may actively work to contribute to student academic, social and emotional well-being. Students will generate a number of projects individually and in groups that reflect best practices in professional school counseling.

Students completing the course will be able to:
   a. understand and apply the ASCA themes of leadership, advocacy, collaboration and systemic change to the role of the school counselor in an elementary, middle and high school setting.
   b. compare and contrast the ASCA standards for school counseling with the Texas Education Agency description of school counseling in Texas.
   c. use the ASCA standards, TEA counseling objectives and campus data sets to drive creation of a mission statement, goal statement, and principal-counselor agreement based on ASCA best practices.
   d. conduct a needs assessment for a school campus and its stakeholders based on campus data sets.
   e. identify and evaluate interventions at the campus, small group and individual level based on campus data sets.
   f. become familiar with the principles of trauma-informed practice and its applications for school counselors.

g.   develop and present a guidance lesson targeted to a need derived from data set analysis.
h.   Demonstrate through role play a counseling session with an individual child, adolescent or small group.
i.   demonstrate competency in program design and evaluation using campus data sets including strategic plans, campus improvement plans and state – generated data report cards such as TAPR.

Methods of instruction include lecture, guest speakers, team projects, role-plays and videos.

Prerequisites

There are no prerequisites for this course. However, students in this course will also develop competence in ethics in school counseling through EDP 381: Ethics in Counseling or by independent study of the Ethical Guidelines for School Counselors (http://www.schoolcounselor.org/content.asp?pl=325&sl=136&contentid=136)

Required Texts and Readings

In order to complete the course requirements, it is strongly recommended that you become a member of ASCA. Student membership includes access to a number of professional journals and other resources, as well as free liability insurance for members. The required ASCA manual is accessible on the ASCA website for a discounted price to all members. You may purchase the required ASCA text through the ASCA website to receive a discount. American School Counselor Association. http://www.schoolcounselor.org/ The text will also be available at The University Co-Op.

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

Selected readings will be provided in a packet to be picked up at Jenn's Copy & Binding, 2200 Guadalupe, 512-473-8669. Links to other readings will be posted in CANVAS and noted in the syllabus. A detailed list of all readings is found in Appendix A.

Texas Education Agency. School Guidance and Counseling: http://www.tea.state.tx.us/index2.aspx?id=2828 http://www.tea.state.tx.us/ModelProgramGuide.html

Optional Texts:

Dimmitt, C., Carey, J. C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press. The chapters we will read in depth are included in the packet of selected articles.

Course Requirements
(Subject to Revision)

1. **Guidance Activity (20 Points)**: Students will work in a group to develop one guidance activity. They will choose a student competency and develop a guidance activity designed to address the student competency. An example of the guidance activity is found in Appendix B of the syllabus.

    The write-up of the activity will be in outline format and will address the following:
    - Target population

- Title of the activity
- Expected time
- Objectives of the activity (see TEA and/or ASCA Student Mindsets)
- The link to the guidance strand covered (ASCA and TEA guidelines)
- The materials/AV equipment needed
- Steps
- Process questions and comments
- Title and one paragraph evaluation of an existing program designed to address this issue.
- Two additional resources or readings
- One website reference

When submitting this write-up, the students will bring enough copies for all students in the class.

2. **Shadowing/Interview or Practicum Analysis (20 points)**: The students will interview a school counselor (contacts available for those not in a practicum) and complete an analysis of the counseling program using program descriptions with the ASCA standards. The project will be completed in 3 stages:
   a. Development of the questionnaire
   b. Interview
   c. Write-up (4 to 5 pages) noting the way the counselor does or does not do a needs assessment, research interventions and conduct evaluations. Include an analysis of what ASCA might add to the existing program and how an ASCA approach may detract from the existing program.

3. **ASCA Four Model Themes Analysis (20 points):** Using information taken from the provided district strategic plan and campus improvement plans, students will write a brief (3 to 4 page) paper on how targeted goals from these plans align with the four model themes of school counseling, as well as how school counselors play an active role in helping to meet these goals.

4. **Trust-Based Relational Intervention Case Study (20 points):** Using the case review model provided during the TBRI presentation, students will analyze a hypothetical case to determine current gaps in the application of the trauma-informed principles and to make recommendations to a school staffing team for using trauma-informed principles to better address the needs of the student presented in the case study.

5. **Campus Case Study PowerPoint (30 points)**: Students will complete a team project in which they develop a case study of a school based on provided data sets. Teams will present the case study to an imaginary school board in which the team members will be required to advocate for school counseling positions and dedicated use of school counselor time to meet district and campus needs. Team members will develop the following:
   a. Description of the school district (demographics, # of students, location) & major challenges of the school taken from strategic plan, campus improvement plan and report cards (TAPR)
   b. Mission statement
   c. Needs assessment (including results) to target goals (including those of principal-counselor agreement) & projected results
   d. Specify who will be on the campus advisory team
   e. Interventions at campus, classroom, small group and individual levels
   f. Critical Incident Response Plan
   g. Evaluation Instruments and Procedures

6. **Attendance and Participation (20 points)**: Both attendance and participation are expected for this course. Included in the attendance grade is a pass/fail role-play of a group or individual counseling

session using play, CBT, solution focused, narrative or motivational interviewing approaches. Please inform the instructor if a class is going to be missed. More than one absence may result in a grade penalty and more than two absences may result in a failing grade.

Grading Policy

The grades will be based on the percentage of points earned by the student according to the following criteria:

1. Guidance Activity   20 points
2. Shadowing/Interview or Practicum Analysis   20 points
3. Trust-Based Relational Intervention (case study)   20 points
4. ASCA Four Tenets paper   20 points
5. CPS reporting module/Center for Child Protection 10 points
6. ASK Suicide Prevention module   10 points
7. Final Collaboration Activity – Case Study   30 points
8. Participation   20 points

Grade Assignment:
A   =   150-160
A-   =   144-149
B+   =   139-143
B   =   134-138
B-   =   128-133
_____
*C + =   123-127
C   =   118-122
C-   =   112-118
D-   *Note a grade below a B- is not passing in graduate school. A grade of C+ or below may result in a requirement to re-take the course and academic probation.

Maximum credit will be received when students demonstrate the higher levels of thinking. One framework for conceptualizing higher levels of thinking is that developed by Bloom and Kratwohl (1956), called Taxonomy of Educational Objectives. These levels of thinking include: knowledge, comprehension, application, analysis, synthesis and evaluation. The higher level thinking skills include application, analysis, synthesis or evaluation. These levels are summarized in a website developed by John Maynard at The Learning Skills Center at The University of Texas.
See: http://www.utexas.edu/student/utlc/handouts/1414.html

Students with disabilities are encouraged to see me at the first of the semester in order to arrange reasonable accommodations. If not already registered, they are advised to register with the Services for Students with Disabilities Office. To ensure that the most appropriate accommodations can be provided, students should contact the SSD Office at 471-6259 or 471-4641 TTY.

STATEMENT ON ACADEMIC HONESTY

ACADEMIC INTEGRITY:
All written work submitted for this course is required to be your own work, not relying on unauthorized assistance. Use of the Undergraduate Writing Center is considered authorized assistance. For questions on assignments, please consult your instructor and not your classmates. Please provide citations for all

material that is not directly from the class lectures and all direct quotations from the textbook, using APA format. According to UT's academic integrity policy on the website listed below:

"Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site: http://deanofstudents.utexas.edu/sjs."

http://deanofstudents.utexas.edu/sjs/acint_faculty_syllabus.php

This instructor will participate in the course evaluation provided by the university.

April 2nd is the last day for changing a grade to CR/NC.
May 4th is the last day a graduate student may with the required approvals, drop a class or withdraw from the university.

COURSE OUTLINE, READINGS AND ASSIGNMENTS (Subject to Revision)

Date	Topics and Readings	Class Activities	Assignments
Module 1 – The ASCA National Model/TEA Counseling Objectives			
January 18	School Counselor – The ASCA Model Themes – Leadership, Advocacy, Collaboration, Systemic Change School Counselor Resources Team Building w/Chiji cards	Review of syllabus Discussion of video Introduction to case study project; schools to be reviewed	Before the first class day, watch the following video available from the UT Libraries, Counseling and Therapy Video database: *School Counselors Closing Achievement and College Access Gaps (42 minutes)*
January 25	Leadership & Advocacy • Dollarhide, C.T. (2013). The messy process of school counselor leadership. (Provided in class for group reading) • Wong, K.R. (2013). The leader within. (Provided in class for group reading) • Dodson, T. (2009). Advocacy and impact: A comparison of administrators' ….(Link in CANVAS) • Froeschle, J. G. & Nix, S. (2009). A solution-focused leadership model: Examining	Review and discussion of readings and video Review and discussion of district strategic plan and campus improvement plans	Begin work on four themes paper.

	• *ASCA National Model, pp.1-20.* (Link in CANVAS) *Before class, watch the following video from the Counseling Videos database: Equity-Focused School Counseling, Ensuring Career and College Readiness for Every Student: Demonstrations, Vignettes and a New Vision (159 minutes)….*		
February 1	Collaboration and Consultation (Working with Stakeholders – Administration, Teachers and Parents) Campus Needs Assessment Packet: • Griffin*, D. & Steen, S. (2011).* A social justice approach ….(Link in CANVAS) • Griffin D., & Farris A. (2010). School counselors and collaboration: Finding resources through community asset mapping…(Link in CANVAS) • *Paisley, P. O. & Milsom, A. (2007). Group work as an essential contribution to transforming school…*(Link in CANVAS) • Schoen, M.K. (2013). *Setting Sail.* (Provided in class for group reading) • Green, E.J. & Johnson, C. (2013). *Build your professional identity.*(Provided in class for group reading) • *ASCA National Model,* pp. 21-31. ASCA Delivery guidelines and TEA Standards; best practices for program implementation	Review and discussion of readings Review of principal-counselor agreement; needs assessment	Complete four themes paper (Due 2/08). Begin to plan for counselor mission statement and needs assessment as related to school data. Consider who might be part of team that counselors could collaborate with to provide a high level of service to campus. Development of counselor interview questions.
February 8	Accountability – Data Driven	Review and discussion	Review discipline data

	Models Packet: - Dimmitt, C., Carey, J. C., & Hatch, T. (2007) *Chapters 5, 7 & 9.* (Readings at Jenn's) Analyzing data and goal setting; creating a guidance schedule	of readings. Review of district and campus data sets.	sets and campus report cards to determine areas campus needs may exist and where counselor intervention may be most effective. Create a principal – counselor agreement that will include goals for the campus case study project.
Module 2 – Classroom and Small Group Intervention			
February 15	School counselor – delivery – classroom guidance – differentiation by level; pertinent topics	What do lessons look like at elementary, middle and high school? For special needs units? Assign lesson groups.	Speakers from elementary (Ruth Villarreal, Ridgetop), middle (TBD) and high schools (TBD) Elementary School Counseling blog; the Middle School Counselor blog
February 22	- Guidance Lessons & Small Group Work - Rose, J. & Steen, S. () *Achieving success everyday group counseling model: fostering resiliency in middle school students…* (Link in CANVAS)	Students will use class time to develop group lesson plans	Guidance Activities - Presentations development and practice.
Module 3 – Counseling in the schools; developmental and theoretical considerations			
March 1	Trust Based Relational Intervention (TBRI) Model - Perry, B.D., (2008) *The neurosequential model of therapeutics*; (Link in CANVAS) - sensory processing reading; - Purvis, K.B., Cross, D.R., Dansereau, Parris, S.R., (2013). *Trust-based Relational Intervention (TBRI): a systematic approach to complex developmental trauma* (Link in CANVAS)	Review TBRI materials including brain theory, attachment, connecting, sensory issues and empowerment, and correcting. Present two lessons from guidance activity.	Guidance presentations begin (2).
March 8	School Counseling activities that contribute to positive brain development: Mindfulness, Movement and Nature	Modeling and practice with activities Present two lessons from guidance activity.	Individual Case Study Assignment due 03/22. Guidance presentations continue (2).
March 12	Spring Break		
March 22	Solution-focused techniques	Review and discussion	Guidance presentations

	Solution Focused Approaches Packet: • Nims, D. R. (2007). Integrating Play Therapy techniques into Solution-Focused Brief Therapy….. (Link in CANVAS) • Littrell, J. M, Malia, J. A., & Vanderwood, M. (1995). Single-session brief counseling in a high school…..(Link in CANVAS) • Galassi, J.P., Griffin, D. & Akos, P. (2008). Strengths-based school counseling and the asca national model…(Link in CANVAS)	of readings. Lead nurture groups Present two lessons from guidance activity.	completed (2).
March 29	Sand Tray Packet: • Carmichael, K. D. (1994). Sandtray as an elementary school strategy. .. • Taylor, E. R. (2009). Sandtray and solution-focused therapy...(Link DOI: 10.10307 /a 0014441) • Yeh, C.J., Aslan, S., Mendoza, V.E., &Tsukamoto, M. (2015). The use of sandplay therapy in urban…(Link in CANVAS)	Review and discussion of readings. Students will practice small group or individual sessions.	Small group or individual sessions begin. Counselor interviews due.
April 5	Special Needs Students Packet: • Geltner, J. A. (2008). Advocacy in the IEP Process: Strengths-based School ….(Link in CANVAS) • Taub, D. J. (2006). Understanding the concerns of parents of students with disabilities…..(Link in CANVAS)	Review and discussion of readings. Students will practice small group or individual sessions.	Small group or individual sessions continue.
Module 4 – Schoolwide interventions			
April 12	• Restorative Practices • Packet from	Angela Ward, Kris Downing	Small group or individual sessions completed.

	Communities in Schools • Schumacher, A. (2014). Talking circles for adolescent girls in an urban high school: a restorative practices program for building friendships… (Link DOI: 10.177/2158244014554 204)	Students will practice small group or individual sessions.	
April 19	Crisis response/suicidal ideation/NSSI/CPS reporting	ASK certification/ Center for Child Protection – CPS reporting certification, MollyanneVazquez Review district crisis response plan.	Create intervention/critical incident response plan for target campus as part of final case study project.
April 26	Creating a post-secondary oriented culture • Owen, L. (2014). Prevent summer melt. (Provided in class for group reading) • Paterson, J. (2014). Solution-focused college and career planning.(Provided in class for group reading)	Dr.Twyla Williams, AISD Counseling Supervisor, Megan Butler, Lead High School Counselor	
May 3	Case study power point	Student groups will present data and documents created over the course of the semester.	Campus Case Study

Appendix A

EDP 384C School Counseling

Spring 2018 Readings/Listing by date covered

January 25, 2018

Dollarhide, C.T. (2013). The messy process of school counseling leadership. *ASCA School Counselor,*

   (50)6, 10-12, 14, 16, 18.

Wong, K.R.(2013). The leader within. *ASCA School Counselor, (50)6,* 22-28.

Froeschle, J.G., & Nix, S. (2009). A solution-focused leadership model: examining perceptions of

   effective counselor leadership. West Texas A&M University.

Dodson, T. (2009). Advocacy and impact: a comparison of administrators' perceptions of the high

   School counselor role. *Professional School Counseling, (12)6,*480-487.

February 1, 2018

Schoen, M.K. (2012). Setting sail. *ASCA School Counselor, (50)1,* 19-20, 22, 24, 25.

Green, E. J,. & Johnson, C. (2012). Build your professional identity. *ASCA School Counselor, (50)1,*22-23.

Griffin, D., & Farris, A. School counselors and collaboration: finding resources through community asset

   mapping. *Professional School Counseling, (13)5,* (June 2010), 248-256.

Griffin, D., & Steen S. (2011). A social justice approach to school counseling. In C.P. Zalaquett (Ed).

    Multicultural Social Justice Leadership Development, Special Issue for the Journal for Social Action in

    Counseling and Psychology (3)1, 74-85.

Paisley, P.O. & Milsom, A. (2010). Group work as an essential contribution to transforming school

    counseling. *The Journal for Specialists in Group Work, (32)1,* 9-17.

February 8, 2018

Dimmitt, Carey, J.C., & Hatch, T. (2007). *Evidence-based school counseling: making a difference with*

    data-driven practices. Thousand Oaks, Ca: Corwin Press. (chaps. 5, 7 &9).

February 22, 2018

Rose, J., & Steen, S. (2014). Achieving success in everyday group counseling model: fostering resilience in

    middle school students. *ASCA Professional School Counseling, (18)1,* 28-37.

March 1, 2018

Perry B. D., & Hambrick, E.P. (2008). The neurosequential model of therapeutics. *Reclaiming*

    Children and Youth, (17) 3, 38-43.

Purvis, K.B., Cross, D.R., Dansereau, D. F., & Parris, S.R. (2013). Trust-based relational intervention (tbri):

    A systemic approach to complex developmental trauma. *Child and Youth Services (34),* 360-386.

March 22, 2018

Littrell, J.M., Malia, J. A., & Vanderwood, M. (1995). Single-session brief counseling in a high school.

   Journal of Counseling and Development, (73), 451-458.

Nims, D. R. (2007). Integrating play therapy techniques into solution-focused brief therapy.

   International Journal of Play Therapy, (16)1, 54-68.

Galassi, J. P., Griffin, D., & Akos, P. Strengths-based school counseling and the asca national model.

   Special Edition Professional School Counseling: Strengths-Based School Counseling (12), 2, (December

   2008). 178-181.

March 29, 2018

Taylor, E. (2009). Sandtray and solution-focused therapy. *International Journal of Play Therapy,*

   (18)1, 56-68.

Carmichael, K. D. (1994). Sand play as an elementary school strategy. *Elementary School Guidance*

   & Counseling, (28)4, 302-307.

Yeh, C. J., Aslan, S. M., Mendoza, V. E., & Tsukamoto, M. (2015). The use of sandplay therapy in urban

   Elementary schools as a crisis response to the world trade center attacks. *Psychology Research*,

   (5)7, 413-427.

April 5, 2018

Taub, D. (2006). Understanding the concerns of parents of students with disabilities: challenges and

   Roles for school counselors. *Professional School Counseling, (10)1,* 52-57.

Geltner, J. A., & Leibforth, T. N. (2008). Advocacy in the iep process: Strengths-based school counseling

    in action. *Professional School Counseling, (12)2,* 162-165.

April 12, 2018

Schumacher, A. (2014). Talking circles for adolescent girls in an urban high school: a restorative practices

    program for building friendships and developing emotional literacy skills. (October-December) Sage

    Open. 1-13.

April 26, 2018

Paterson, J. (2014). Solution-focused college and career planning. *ASCA School Counselor, (52)2,* 18-22.

Owen, L. (2014). Prevent summer melt. *ASCA School Counselor, (52)2,* 10-16.

Appendix B
Guidance Activity Example
Growth Mindset Guidance Lesson

Grades:
- 7 to 12, class size 20 to 30 students (can be adapted for upper elementary)

Objectives:
- TEA objectives met:
    - Students will *become aware that success and failure are parts of life and learning*
    - Students will identify and discuss positive self-talk strategies for times of failure
- ASCA objectives met:
    - A:A1.4 Accept mistakes as essential to the learning process
    - A:A1.5 Identify attitudes and behaviors that lead to successful learning
    - C:C1.2 Explain how work can help to achieve personal success and satisfaction
    - C:C1.3 Identify personal preferences and interests influencing career choice and success
    - PS:A1.4 Understand change is a part of growth
    - PS:A1.5 Identify and express feelings

Materials needed:
- PowerPoint on growth mindset vs. fixed mindset (can be adapted from this presentation to fit students)
- 2 envelopes per participant
- 4 slips of paper 8 and ½ " by 3" per participant (large enough to write down a goal and response) – index cards may be substituted
- Pens, pencils or markers

Procedures:
1. Introduce the concepts of growth mindset and fixed mindset responses to challenges.
2. Break the students into groups of 4.
3. Have the students develop a skit that includes both fixed mindset responses and growth mindset responses. When they perform the skit, the students in the audience can "test" the class to identify growth and fixed mindset responses to challenges. Possible role-play scenarios –
    a. A friend asks you what you made on a test. Your score is lower than your friends.
    b. You tried out for the varsity basketball team and made the team. You attend every practice, follow the coaches' instructions, but you notice that your teammate slacks off. She gets to play but you have been on the bench for the first two games.
    c. You bring home a 92 on an exam and your parent asks you why you didn't get a 100.
    d. You wanted to make the wind ensemble (the highest band) but instead you were placed in the symphonic band.
    e. You just heard back from ……. (insert colleges, fine arts academy, club soccer….) and found that you didn't' get in.
    f. Make up your own scenario.
4. Perform the skits and have students discuss the differences between growth mindset and fixed mindset responses.
5. Follow-up activity. Have students work in pairs.
    a. Have Person a think of a future goal that they have in the next month and write down the goal. Person B helps them think about whether the goal is growth mindset or fixed mindset and help them make the goal growth mindset. (Do you have control over the actions in a

goal? Is it an outcome or an action? (e.g. the difference between the goals to make notecards that reviews for 30 minutes daily vs. the goal of getting an A).

    b. Once the goal is made growth mindset, the students will write the goal on two slips of paper.

    c. They will label one envelope with "I met my goal" and one envelope with "I didn't' meet the goal yet." They will put one copy of the goal in each of the envelopes.

    d. On additional slips of paper, they will write down one growth-minded response for each envelope – I didn't make it or I did make it. Person B will help coach them to make the responses growth mindset responses.

    e. After sealing the envelopes, the students will write their names on the envelopes and give them to their advisory teacher who will keep them.

    f. Repeat steps 5a- 5e for Person B, reversing the roles.

    g. At the end of the month, the students will get the envelopes back and open the appropriate envelope – either "I made it" or "I haven't made it yet" and read their responses.

    h. Discuss the results asking students what additional things they might say to themselves and each other.

Processing Questions:

What is the difference between judging yourself and encouraging yourself? (p. 211)

How do you use self-praise? Self-criticism?

Do you set goals that are based on actions or final achievements?

Do you have control over the goals you set? (e.g. a goal for studying vs. a goal for an "A")

"What are the opportunities for learning and growth today? For myself? For people around me?"

"When, where, and how will I ….[develop] a plan?" How will I make it "concrete"? "When, where, and how will I act on my new plan?"

"What do I have to do to maintain and continue the growth?" (Dweck p. 244-246).

Dweck, C. (2008). *Mindset: The new psychology of success, how we can learn to fulfill our potential.* New York: Ballantine Books.

    An easy to read book on how to foster growth mindset. After outlining the basic theory of growth mindset, Dweck uses examples from education, sports, business and parenting to illustrate how our performance oriented society is killing the motivation to learn and creating anxious kids.

Coyle, D. (2009). *The Talent Code: Greatness Isn't Born. It's Grown. Here's How*. New York: Bantom Dell.
    A book that reinforces focusing on persistence and accepting failure in order to develop talent.

Growth Mindset and Why It Matters http://whatkidscando.org/resources/spec_growthmindset.html
    A collection of videos and resources for promoting growth mindset in schools today.