

# Wilmington University

## College of Education

### Elementary & Secondary School Counseling Graduate Program

**COURSE NUMBER:** MEC 7502      **COURSE TITLE:** Counselor as a Consultant (3 credits)

#### College of Education Program Attributes

*The manner in which we prepare educational personnel is informed by eight essential attributes: (1) ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of content and discourse of disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality, and collaboration; (5) facilitating inquiry daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven; (8) and ensuring that programs promote the effective use of technology.*

#### Wilmington University Graduation Competencies

Upon graduation, candidates are expected to have gained an advanced level of applicable knowledge in the graduate competencies, as appropriate to field of study. Below is a list of the competencies:

1. Oral Communication
  - a. Appraise the needs of diverse audiences and then speak in a clear, confident and succinct manner.
  - b. Research, construct and deliver professional presentations using a variety of communication tools and techniques.
2. Written Communication
  - a. Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary).
  - b. Exhibit competence in writing for specific purposes, diverse audiences, and genres.
  - c. Correctly and ethically present scholarly writings utilizing the selected citation and writing style

**Expectations for School Counseling Candidates:**

1. Read the assigned chapters and complete the assigned tasks before the scheduled class meeting.
2. All candidates are expected to attend class each week, arrive on time, complete the readings before class, and be prepared to discuss them intelligently in class. Read with a questioning attitude rather than for absorption of facts:

### **ASCA School Counselor Competencies**

The School Counselor Competencies developed by the American School Counselor Association (ASCA) outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of K-12 students. The WU Elementary and Secondary School Counseling program, mission, curriculum, assignments and assessments are built upon the ASCA School Counselor Competencies; therefore, candidates are encouraged to become familiar with the entire list of competencies on the ASCA website (<http://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>).

Implemented 9/2015  
REVISED 6/2016; 9/2017, 10/2020

**COURSE DESCRIPTION:**

This course focuses on the

Implemented 9/2015

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functions and their professional interrelationships. **ASCA comp:**

**B-PF 2.f; B-PF 8.b; B-PA 6.c; B-PA 4.a; B-SS 1; B-PF 1.f; B-SS 3.b; B-SS 4.a  
DPAS II goals: 3a; 3c; 3d)**

Learning Outcomes: The candidate will:

- 4-1 Define the role of a school counselor in consulting with families and groups.
- 4-2 Describe the counselor role in evaluation and assessment as it relates to consultation.
- 4-3 Discuss professional relationships between counselors, educators, faculty and students.
- 4-4 Discuss the relevance of using the ASCA Ethical Standards for School Counselors and ACA Code of Ethics.

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In addition to the ASCA School Counselor Competencies, this course will address Components 3 and 4 of

evaluation system. It is important for pre-service school counselors to become familiar with the method used to evaluate performance once employed in the role as a school counselor.

## **COMPONENT 1**

### **PLANNING & PREPARATION**

**1a. Designing Coherent Programs or Services  
Aligned with State and National Standards**

*Establishes goals for the program based on*

*National Standards/Model*

*Plans services or activities*

*Selects instructional resources that  
support the services/activities*

*Identifies the needs to the group to be served*

**1b. Demonstrating Knowledge of Best Practice  
and/or Models of Delivery**

*Knowledge of program content and structure*

*Knowledge of content and how to apply it within  
settings*

**1c. Demonstrating Knowledge of**

### COMPONENT 3

#### CONSULTATION & COLLABORATION

**3a. Collaborating with Others**

*Participates in school or district meetings to identify needs of students and/or clients*  
*Shares expertise within and beyond the school/district setting*

**3b. Serving as a Consultant to the School Community**

*Locates resources to support the needs of students/stakeholders*  
*Evaluates student/client and program needs as outlined by National Standards/Model*  
*Uses appropriate interventions for student/clients as outlined by National Standards/Model*  
*Provides training related to the program*

**3c. Providing Resources and Access**

*Provides resources to enhance the effectiveness*  
*Is accessible to others and assures access to services for stakeholders*

**3d. Maintaining Professional Standards**

*Applies professional standards when working with others*  
*Follows appropriate guidelines and procedures*

**3e. Using Assessment Data in Planning and Delivery of Services**

*Monitors student status*  
*Provides feedback to students and clients*  
*Encourages student self-assessment*

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**Required Assignments and Exams:**

The Learning Outcomes are evaluated in the following manner:

<b>Assignments</b>	<b>Max Points</b>	<b>Percentage</b>
Journals (4 total)	100 pts. each	10%
Article Reviews and Video Critique (3 total)	100 pts. each	



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Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first assignments.

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 MEC Program  
**Class Participation Rubric**

<b>EVALUATION CRITERIA</b>	<b>1 Unsatisfactory</b>	<b>2 Poor</b>	<b>3 Emerging</b>	<b>4 Accomplished</b>	<b>5 Exemplary</b>	<b>SCORE</b>
Participation in Class and Blackboard Discussions	Rarely enters class or online discussions. Contributions tend to be irrelevant or superficial	Provides minimal, sporadic comments and information to other participants. Participates infrequently in class and/or in on-line discussions. Contributions tend to be primarily opinion-based.	Provides comments and some new information most weeks both in class and online regularly. Interacts primarily in group, with only modest contributions to larger class. Asks questions and responds in class. Posts queries, comments, and responses online lacks depth.	Regularly provides comments and some new information in class and online. Interacts in both groups and larger class with substantive questions and responses. Posts thoughtful and regular queries, comments, and responses on line.	Regularly provides thoughtful and insightful comments and thought-provoking new information. Interacts with a variety of people both in group and larger class discussions with insightful questions and responses. Posts insightful and regular queries, comments, and responses online.	
Content of Contributions + Critical Thinking Evidenced in Contributions	Rare comments are largely opinion-based and not well supported by evidence from readings or life experiences.	Adds little to the substantive discussion but may contribute to the social aspects of the course. Contributions reveal limited understanding of ideas being discussed. There is little evidence of thoughtful contributions supported by facts, reading or life experiences. Rarely engages in discussions where there are disagreements among participants.	Contributions consist largely of personal opinions. They reveal an adequate understanding of the ideas being discussed. Attempts to make some use of facts, material from readings as well as pertinent life experiences. Engages in discussions, but provides little justification or explanation. Makes only modest use of credible evidence.	Makes significant, substantive contributions to the discussion supported by credible evidence from reading and life experiences. Comments reveal solid understanding of ideas being discussed. Comments either in class or online advance the dialogue/discussion by adding something new to the conversation. Engages in discussion, providing evidence-based justification/explanation for positions.	Makes significant, substantive, relevant, insightful, creative and evidence-based contributions to the discussion. Raises new questions that advance the discussion and require thoughtful responses from colleagues. Contributions reveal an insightful understanding of the ideas being discussed. Engages fully in discussion offering a critical analysis or different interpretation of ideas being discussed.	

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<p>Responsiveness</p>	<p>Rarely responds to either faculty or classmate contributions in class or online</p>	<p>Minimally engages in dialogue with colleagues during class sessions. Logs onto Bb once or twice a week offers minimal responses to others postings.</p>	<p>Engages in group and class discussion, responding appropriately to others contributions. Logs onto Bb on at least 3 separate occasions during the week and actively engages in discussions.</p>	<p>Actively engages in group and class discussions. Responds to others with both support and critical analysis. Logs onto Bb on at least 4 separate occasions during the week and actively engages in discussion</p>	<p>Actively, insightfully and creatively engages in group and class discussions. Responds to others with both support and helpful critical analysis. Logs onto Bb on at least 5 separate occasions during the week and responds to the posted group and class discussion.</p>	
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 MEC 7502 Counselor as a Consultant  
**Ethics Scenario Assignment**

**Ethics Assignment:** You will be given a scenario in which you are the school counselor and will need to make an ethical decision. Based on the information and knowledge you have obtained in this class you will prepare a written analysis of the scenario to include: What ASCA Ethical Standard and/or ACA Code of Ethics are in question and how the situation should be addressed and why.

Criteria	1 Unsatisfactory	2 Poor	3 Emerging	4 Accomplished	5 Exemplary	Score
Identification of ASCA & ACA Ethical Codes ASCA Comp:	Writer <b>did not accurately identify any</b> ethical codes that could come into question in the given scenario.	Writer accurately identified <b>1</b> ethical code that could come into question in the given scenario.	Writer accurately identified <b>2</b> ethical codes that could come into question in the given scenario.	Writer accurately identified <b>3</b> ethical codes that could come into question in the given scenario.	Writer accurately identified <b>4 or more</b> ethical codes that could come into question in the given scenario.	

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<p>Analysis of Article</p> <p><b>ASCA Comp:</b> <b>I.B.4c</b> <b>IV.B.5b</b></p>	<p>All analytical elements are missing.</p>	<p>Basic level of analysis of the article. Shows inadequate level of detail. Analysis is weak of the strengths and weaknesses of the article and reflection is minimal of the personal relevance or meaning of the findings. The analysis is not supported by relevant theory.</p>	<p>Adequate level of analysis of the article. Shows a good level of detail. Presented an analysis of the strengths and weaknesses of the article and a reflection of the personal relevance or meaning of the findings. The analysis is not supported by relevant theory.</p>	<p>Solid level of analysis of the article. Shows a proficient level of detail. Strong analysis of the strengths and weaknesses of the article and reflection of the personal relevance or meaning of the findings. The analysis is minimally supported by relevant theory.</p>	<p>Superior level of analysis of the article. Shows thoroughness and sophistication. Excellent analysis of the strengths and weaknesses of the article and reflection of the personal relevance or meaning of the findings. The analysis is well supported by relevant theory.</p>	
<p><b>APA Format</b></p> <p><b>WU Grad Comp:</b> <b>3, 4</b></p>	<p>Unsatisfactory application of APA format that contained <b>more than four errors</b> in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings</p>	<p>Emerging application of APA format that contained <b>three errors</b> in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings</p>	<p>Marginal application of APA format that contained following elements with <b>two errors</b>: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings</p>	<p>Solid application of APA format that contained following elements with <b>one error</b>: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings</p>		

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MEC 7502 Counselor as a Consultant  
**Workshop Case Study Video**

**Assignment:** Presentation skills are essential to be an effective school counselor. School counselors organize and facilitate informational sessions, workshops and in-

Speaking  
Skills







# Closing the Gap Results Report

Year: \_\_\_\_\_

Goal: \_\_\_\_\_

Target Group	Curriculum and Materials	Type of Service Delivered in What Manner?	Start Date End Date	PROCESS DATA (Number of students affected)	PERCEPTION DATA (pre and post-test competency attainment or student data)*	RESULTS DATA (How did the student change as a result of the lesson)*	Implications (What does the data tell you?)

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

# Closing the Gap Action Plan

*(ASCA School Counselor Competency III.B.6a; DPAS II Component 3b, 3e, Component 4a)*

Year: \_\_\_\_\_

Target Group: \_\_\_\_\_

Target Group selection is based on the