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Syllabus -- Fall 2024

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: Professional Orientation for School Counselors
Credits: 3
Format: Hybrid-Limited
Course Day / Time: Mondays, 4:00pm – 6:30pm
Course Room: Gentry 225
Professor: Sara Renzulli, Ph.D., LPC, NCC
Pronouns: she/her/hers
Email: sara.renzulli@uconn.edu
Office Hours/Availability: By appointment.

Course Materials

Required course materials should be obtained before the first day of class.

(1) Erford, B. T. (2019). Transforming the school counseling profession (5th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
Please note, an ecopy of this text can be purchased directly from pearson. This may be something to consider as the text can be read to you from the computer or tablet:
https://www.pearson.com/store/p/transforming-the-school-counseling-profession/P100000286676/9780136940890

This book can also be purchased or rented from amazon as a hard copy or ebook:

https://www.amazon.com/Transforming-School-Counseling-Profession-Merrill-ebook-dp-B07R8H4M8N/dp/B07R8H4M8N/ref=mt_other?_encoding=UTF8&me=&qid=

(2) American School Counselor Association (2019). The ASCA national model: A framework for school counseling programs (4rd ed.). Alexandria, VA: Author. *Here is a link to amazon to purchase this book: https://www.amazon.com/dp/B07WGW66Y2/ref=dp-kindle-redirect?_encoding=UTF8&btkr=1*

(3) CSCA Graduate Student Membership
Membership Website
Please note, you will be asked to show proof of membership.

Course Description

Through lecture and specifically designed learning and psycho-education activities, students (pre-service school counselors) will explore the principles and practices of pupil personnel work in educational institutions including all aspects of pupil personnel services; the role of the school counselor as a pupil personnel worker; and as a consultant on teacher-pupil relations. Students (pre-service school counselors) will learn to work with students, teachers, administrators, and parents, as well as their complementary relationships with other student services personnel. Last, this course is designed for students to understand the essential services of a comprehensive developmental school counseling program along the dimensions of academic, career, and personal/social development.

Course Objectives

As a result of this course, pre-service school counselors will:

Course Objective	STANDARD	EVALUATION
Understand the history, philosophy, and current trends in school counseling and educational systems	3.A.4 3.A.1 5.H.1	Discussion posts, group presentations, content papers
Differentiate and understand the role and function of school counselors from other school personnel	3.A.4 3.A.2 3.A.3 5.H.2	Discussion posts, content papers, class presentations, group presentation
Know how school counselors advocate for student success and learning experiences through academic, career, and personal/social development	3.A.4 5.H.2 5.H.3 5.H10	Discussion posts, group presentations, content papers
Know school counseling professional organization, standards, and credentials for needed for this field	3.A.4 3.A.6	Discussion posts, group presentations, content papers
Analyze additional duties as they relate to collaborating with the community and families; consultation, and act on behalf for students and families to address problems	3.A.4 3.A.5 5.G.1.d 5.H.3 5.H.10	Discussion posts, individual presentation, group presentation, content papers
Understands and demonstrates the ability to adhere to current ethical and legal issues, laws, and both federal and state regulations relevant to school counseling	3.A.4	Discussion posts, group presentation, content papers
Know how to address the achievement gap, school persistence, and promote academic success	3.A.4 5.H.17	Discussion posts, group presentation, content papers
Know how create and design a classroom guidance lesson and program	3.A.4 5.H.5	Discussion posts, group presentation, content papers
Understand the effective leadership styles needed for school counseling	3.A.4 5.H.7	Discussion posts, group presentation, content papers

CACREP Competencies Covered in this Course:

	2024 STANDARD
history and philosophy of the counseling profession and its specialized practice areas	3.A.1
the multiple professional roles and functions of counselors across specialized practice areas	3.A.2
counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management	3.A.3
the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success	3.A.4
the role and process of the professional counselor advocating on behalf of the profession	3.A.5
professional counseling organizations, including membership benefits, activities, services to members, and current issues	3.A.6
professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas	3.A.7
legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas	3.A.8
current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession	3.A.9
ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	3.A.10
self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	3.A.11
the purpose of and roles within counseling supervision in the profession	3.A.12
models of school counseling programs	5.H.1
models of PK-12 comprehensive career development	5.H.2
models of school-based collaboration and consultation	5.H.3
development of school counseling program mission statements and objectives	5.H.4
design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies	5.H.5
school counselor roles as leaders, advocates, and systems change agents in PK-12 schools	5.H.6
qualities and styles of effective leadership in schools	5.H.7
advocacy for comprehensive school counseling programs and associated school counselor roles	5.H.8
school counselor roles and responsibilities in relation to the school crisis and management plans	5.H.9
school counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources	5.H.10
interventions to promote postsecondary and career readiness	5.H.17

Abbreviated Course Schedule

For the full course schedule, please see the course schedule document.

Module	Dates	CACREP Standards Covered
0 Course Orientation	Opens: 8/23/24 (9:00am)	
1 History of the School Counseling Profession	Opens: 8/25/24 (9:00am) ***Note, class meets in person on 8/26/24** Closes: 8/31/24 (11:59pm)	*CACREP Standard: 3.A.1, 3.A.2, 3.A.3, 3.A.5, 5.H.1, 5.H.2,*
2 Becoming a Professional School Counselor: The State of the Profession	Opens: 9/01/24 (12:00am) Closes: 9/07/24 (11:59pm)	*CACREP Standard: 3.A.1, 3.A.6, 3.A.7, 3.A.8, 3.A.9, 3.A.12,3.A.4, 5.H.1, 5.H.2, 5.H.6, 5.H.9, 5.H.7*
3 The ASCA National Model: Developing a Comprehensive, Developmental School Counseling Program	Opens: 9/08/24 (12:00am) ***Note, class meets in person on 9/16/24** Closes: 9/21/24 (11:59pm)	*CACREP Standard: 3.A.3, 3.A.4, 3.A.8, 3.A.11, 5.H.1, 5.H.2, 2.F.8.d*
4 Data Driven School Counseling Practice and Programming for Equity	Opens: 9/22/24 (12:00am) Closes: 9/28/24 (11:59pm)	*CACREP Standard: 3.A.2, 3.A.3, 3.A.4, 3.A.11, 5.H.3, 5.H.10, 5.H.6,*
5 Assessment & Research in School Counseling	Opens: 09/29/24 (12:00am) Closes: 10/05/24	*CACREP Standard: 3.A.2, 3.A.5, 3.A.11, 5.H.1, 5.H.2, 5.H.6, 5.H.7, 2.F.8.c*

	(11:59pm)	
6 Ethics in School Counseling	Opens: 10/6/24 (12:00am) Closes: 10/12/24 (11:59pm)	*CACREP Standard: 3.A.4, 3.A.8, 3.A.10, 3.A.12, 5.H.1, 5.H.3, 5.H.10,*
7 Culturally Competent School Counselors	Opens: 10/13/24 (12:00am) Closes: 10/19/24 (11:59pm)	*CACREP Standard: 3.A.2, 3.A.4, 3.A.4, 5.H.2, 5.H.3, 5.H.10, 5.H.6*
8 Leadership, Advocacy & Collaboration	Opens: 10/20/24 (12:00am) Closes: 10/26/24 (11:59pm)	*CACREP Standard: 3.A.2, 3.A.3, 3.A.4, 5.H.2, 5.H.3, 5.H.10, 5.H.6, 5.H.7*
9 Developmental Counseling Curriculum	Opens: 10/27/24 (12:00am) Closes: 11/02/24 (11:59pm)	*CACREP Standard: 3.A.2, 3.A.3, 5.H.1, 5.H.2, 5.H.2, 5.H.3, 5.H.10, 5.H.17, 5.H.5*
10 Career & Individual Planning	Opens: 11/03/24 (12:00am) Closes: 11/09/24 (11:59pm)	*CACREP Standard: 3.A.2, 3.A.5, 5.H.1, 5.H.3, 5.H.10, 5.H.9*
11 Counseling in Schools	Opens: 11/10/24 (12:00am) Closes: 11/16/24 (11:59pm)	*CACREP Standard: 3.A.3, 5.H.1, 5.H.3, 5.H.10, 5.H.9*
12 Counseling & Working with Students with Special Needs	Opens: 11/17/24 (12:00am) ***Note, class meets**	*CACREP Standard: 3.A.2, 3.A.3, 3.A.4, 5.H.1, 5.H.3, 5.H.10, 5.H.9,*

	Virtually on 11/18/24 Closes: 11/23/24 (11:59pm)	
Thanksgiving Break, 11/24/24 – 11/30/24		
13 Presentations / Wrap-Up	Opens: 12/01/24 (12:00am) ***Note, class meets in person on 12/02/24** Closes: 12/06/24 (11:59pm)	*CACREP Standard:* 5.H.1, 5.H.17, 5.H.5

Course Content / Policies

Course Requirements and Grading

Students grade in EPSY 5307 is based on the following components:

Assignment	Points
Module Discussions (7 Discussions, 20 points each)	140 Points
ASCA Group Presentation (M3)	100 Points
School Counselor Interview	100 Points
Personal Reflection	100 Points
Counseling Lesson Plan / Presentation	200 Points
Total Points:	**640**

Course points converted to letter grades:

Grade	Letter Grade	GPA
640-618	A	4.0
617-595	A-	3.7
594-572	B+	3.3
571-549	B	3.0
548-526	B-	2.7
525-503	C+	2.3
502-480	C	2.0
479-457	C-	1.7
456-434	D+	1.3
433-411	D	1.0
410-388	D-	0.7
<387	F	0.0

Course Assignments & Due Dates

Module Discussions:

- Many weeks you will participate in a module discussion regarding the weekly topics. See the *Course Schedule* for weekly discussion prompts and submission instructions using the discussion board in HuskyCT.

- Each module, your initial post is due by the Thursday of that week (although check the course schedule as some weeks this may change depending on holidays, etc.). **The initial post needs to be at least 200 words. You are also required to respond to one other classmates' post by Saturday at 11:59pm** (unless the course schedule and discussion prompt give alternate instructions)**.** There is not a minimum word requirement for the response posts, however posts that do not convey a response worthy of academic discourse will lose points.

- Points:
  - There are 7 module discussions throughout the semester (M3, M4, M6, M7, M8, M10, M11). Each discussion post is worth 20 points toward your final grade, thus discussions are worth 140 points toward your final grades.

- Discussion post late policy:
  - For discussion posts which involve a response post (ie, you engaging with your classmates):
    - If the initial post is made late, you will lose 2 points per day. The purpose of the assignment is to have a scholarly discussion with your classmates, and if your initial post is made late you impede your classmates ability to engage with your ideas.
    - For discussion posts or video posts that do not involve a response post:
      - 2 points will be deducted per day that the post is late.
  - If there are extenuating circumstances please reach out to Dr. Renzulli

Please see the rubric below which will guide how your module discussion responses will be graded:

Criteria	Excellent 4-5 points	Satisfactory 3-4 points	Unsatisfactory 2-3 points	Poor 0-1 points
Organization & Grammar 5 points	Few if any grammatical mistakes. / If outside sources are used, an in-text citation is provided. / Post is organized so that the author's thoughts are clearly communicated.	Grammatical mistakes are present, but they do not substantially detract from the content of the post. / Author discussed outside sources, but did not integrate them to the full extent. / Post reflects strong organization of thoughts and ideas.	Multiple grammatical mistakes that deter from the content of the post. / Lack of clarity in response to discussion shows a lack of organization throughout the post. / Outside sources not well integrated.	Grammatical mistakes are present throughout the post. / Post lacks organization of ideas or themes.
Post addresses the discussion prompt 5 points	The post addressed the question or questions that were raised in the discussion prompt in an organized, methodical manner.	The post addressed most components of the question(s) posed by the discussion prompt.	The post failed to address the main components of the discussion prompt.	The post did not address the discussion question.
Student responds to at least one class-mates post on the discussion board 5 points	The author responds to at least one other class-mates post. This response demonstrates an internalization of your classmates' thoughts and an independent analysis of their ideas.	The author responds to at least one other class-mates post. The post contributes to the discussion, and pushes ideas forward, but does not present a strong analysis of ideas.	The author responds to at least one other class-mates post. The response post is confirmatory in nature, but does not add to the scholarly value of the discussion.	The author fails to respond to at least one other class-mates post.
Response shows analysis,	The author constructs a	The author	The author re-	The author fails

| creativity, and originality of thought

5 points	thoughtful argument or analysis, based on data, and information presented in the module, lecture, reading or outside sources. The author is able to take the ideas presented in the module and apply them to different situations or scenarios, and construct a strong original argument.	constructs an argument based on information from lectures, readings and experiences. The author is able to connect the argument to different situations or scenarios, but does not provide a lot of original analysis.	states a lot of already confirmed or expressed opinions, but does not necessarily demonstrate a depth of thought, or integration of the content with original ideas.	to present creative or original ideas.

ASCA Group Project / Presentation:
- **Due: Monday, September 16, 2024**
- **Submission Information**: Presentations will be made in class on September 16th
- **Points**: 100 points toward final grade
- **Description of assignment**: For this assignment, you will be broken up into 4 groups (Assess, Deliver, Define and Manage) - the four components of the ASCA national model. Each group will put together a 20 minute presentation using information from the 'ASCA National Model' text. The presentation should cover the following elements in depth:
  - Define and describe the component of the ASCA model that your group is presenting on. Explain the different content components within each domain (for example in the 'define' component, explain mindsets and behaviors, professional standards, and standards, and how they fit into the category of your component).
  - Discuss why this component is important within the ASCA model, and to the school counseling profession / role of a school counselor. (This is asking you to give your group's component of the ASCA model context in the broader profession).
  - Discuss several examples of actions within the school counselor's role that fit into this component.

- ○ Finally, conclude by asking and posting two questions that your classmates will answer in the discussion board. The questions should have them think about application of the component you presented on as a school counselor.
- Everyone in the class is required to respond to the two questions from all other groups (in other words, everyone will respond to all other groups' questions with the exception of the questions asked by their own group). The responses will count as the M3 discussion (worth 20 points).
- *Late Policy*: If the questions are not posted by 9/18/23, 5 points will be deducted per day that it is late for all group members, unless a prior arrangement has been made with Dr. Renzulli.

Please see the rubric below which will guide how the ASCA Group Presentation / Assignment will be graded:

Category	Excellent 100%	Satisfactory 75%	Unsatisfactory 50%	Poor 25%
Define / Describe ASCA Model Component: Group presents a clear definition of their component of the ASCA national model.	Points: 25	Points: 18.75	Points: 12.5	Points: 6.25
Importance: Discuss why this component is important within the ASCA model, and to the school counseling profession / role of a school counselor.	Points: 25	Points: 18.75	Points: 12.5	Points: 6.25
Examples of school counseling activities: Discuss several examples of actions within the school counselor's role that fit into this component.	Points: 25	Points: 18.75	Points: 12.5	Points: 6.25

Discussion Questions: Conclude by asking two questions that your classmates will answer in the discussion board. The questions should have them think about application of the component you presented on as a school counselor.	Points: 25	Points: 18.75	Points: 12.5	Points: 6.25
Total points	100	75	50	25

This assignment aligns with CACREP Standards 2F1.a, 2F1.b, 2F1.C, 2F1.f, 2F2.h, 5G2.a, 5G2.d, 5G2.L

School Counselor Interview:
- **Due: November 2nd, 2024 by 11:59pm**
- **Submission Information:** This can be submitted under the Assignment Folder in HuskyCT.
- **Points total:** 100 points toward final grade
- **Description of assignment:** Students will conduct an in-depth, individual interview in person with a school counselor at the school level of their interest (e.g., elementary, middle, and high school) and shadow them for one day. The report of the interview should present an overview of the school counseling program through the eyes of the interviewee. Please be sure to obtain verbal informed consent prior to conducting the interview. Questions should pertain to the counselor's perception of the role as school counselor, the duties performed, leadership style, and the implementation of a comprehensive school counseling program. In addition, students must note their observations (what activities did the school counselor engage in?, How did the school counselor handle issues?, How did the school counselor use/plan their time, and the school counselor's role during the one day of shadowing. The paper should include a summary of the interview/shadowing and the interviewee's impression of and reaction to the experience. The assignment is to be approximately 3-5 pages in length.
- Please note, that if your career goal is not to be a school counselor we can discuss interviewing someone else for this assignment.
- *Late Policy*: If the paper is not submitted by 11/2/24, 10 points will be deducted per day that it is late, unless a prior arrangement has been made with Dr. Renzulli.

Please see the rubric below which will guide how the School Counselor Interview / Shadow assignment will be graded:

Category	Excellent 100%	Satisfactory 75%	Unsatisfactory 50%	Poor 25%
Organization, grammar and flow of paper: Paper is organized in a logical manner, discusses all the necessary components. Paper has few if any grammatical mistakes. (25% of grade)	Points: 25	Points: 18.75	Points: 12.5	Points: 6.25
Description of School Counseling Program: Description includes overview of what was discussed during the interview. (25% of grade)	Points: 25	Points: 18.75	Points: 12.5	Points: 6.25
Observations & Analysis: Inquisitive observations and analysis presented in relation to activities or responses the school counselor gave. (25% of grade)	Points: 25	Points: 18.75	Points: 12.5	Points: 6.25
Conclusion: Conclude with overall reaction to the school counselor's role and responsibilities at the school. (25% of grade)	Points: 25	Points: 18.75	Points: 12.5	Points: 6.25
Total points	100	75	50	25

This assignment aligns with CACREP Standards 2F1.b, 2F1.e, 5G1.b, 5G2.a, 5G2.j, 5G2.n

Personal Reflection:

- **Due: November 16th, 2024, by 11:59pm**
- **Submission Information:** This can be submitted under the Assignment Folder in HuskyCT.
- **Points total:** 100 points toward final grade
- **Description of assignment:** Prepare a written reflection of approximately 2,000 words in length in which you discuss the following:
  - (a) Why or why not the profession of school counseling is a good fit for you;
  - (b) Strengths and weaknesses, you bring to the profession as well as areas or topics about which you would like to learn more – indicate why;
  - (c) Current questions you still have about the profession;
  - (d) Aspects of the profession about which you are most excited.
- *Late Policy*: If the paper is not submitted by 11/16/24, 10 points will be deducted per day that it is late, unless a prior arrangement has been made with Dr. Renzulli.

Please see the rubric below which will guide how the Personal Reflection assignment will be graded:

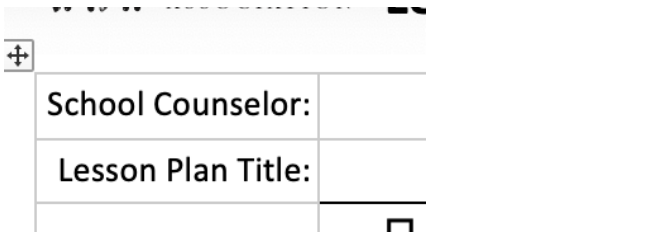| Category	Excellent 100%	Satisfactory 75%	Unsatisfactory 50%	Poor 25%
Organization, grammar and flow of paper: Paper is organized in a logical manner, discusses all the necessary components. Paper has few if any grammatical mistakes.	Points: 12.5	Points: 9.37	Points: 6.25	Points: 3.12
Analysis of the fit of the profession to your skill set, and analysis of your strengths and weaknesses.	Points: 12.5	Points: 9.37	Points: 6.25	Points: 3.12

Questions and analysis: What questions, thoughts or concerns do you currently have about the profession?	Points: 12.5	Points: 9.37	Points: 6.25	Points: 3.12
Conclusion: What excites you about the profession?	Points: 12.5	Points: 9.37	Points: 6.25	Points: 3.12
Total points	50	37.48	25	12.5

This assignment aligns with CACREP Standards 2F1.b, 2F1.c, 2F1.e, 5G2.l

Classroom Lesson Plan Presentation:

- **Due: December 2nd, 2024 by 11:59pm**
- **Submission Information:** All components of the assignment, including the video have links within the assignments folder in HuskyCT where they can be individually submitted.
- **Points total:** 200 points toward final grade
- **Description of assignment:** Working in pairs, students will develop a classroom guidance activity appropriate for a comprehensive developmental school counseling program. There are four components to this assignment, each worth 50 points:
  - Part I: Literature Review (50 points)
  - Part II: Counseling Lesson Plan (50 points)
  - Part III: Counseling Lesson Presentation (50 points)
  - Part IV: Feedback / response to other students presentations (50 points)
- Late Policy: If any component of this assignment is late that part loses 5 points per day that it is late, unless a prior arrangement has been made with Dr. Renzulli.

Please see below for a detailed description of each component of the Classroom Lesson Plan Presentation

Part I: Literature Review:
- Due: December 2nd, 2024 by 11:59pm
- Points: 50 points
- Description: You and your partner will complete a literature review on developmentally appropriate interventions for the topic your counseling lesson

plans to address (eg, study strategies, bullying, kindness, career interests etc). You and your partner will need to find at least 3 articles that support the approach you plan to take with your topic. Summarize the important findings. Be specific about what you would use from the articles in your classroom counseling lesson plan. **See format below to follow for the literature review. Submit on HuskyCT by December 2nd, please note you and your partner will each submit the same literature review on HuskyCT)**

○ For each article you and your partner will answer the following questions. Please note, there is a document you can download on HuskyCT, that you can re-save and upload to submit as your final assignment.

- APA Reference for the Article
- Is this article research-based (does it contain data?) or qualitative-based? Describe the type of data used or discussed in the article.
- What evidence is there to suggest that the techniques and ideas described in this article are effective?
- Please describe the most salient aspects of the article selected.
- Please list, in a bulleted format, the specific activities you will include in your classroom guidance activity based on what you read in this article:

Please see the rubric below which will guide how the Literature Review will be graded:

Category	Excellent 100%	Satisfactory 75%	Unsatisfactory 50%	Poor 25%
Appropriate choice of research based articles & Accurate APA citations. Articles are from peer reviewed journals and speak to the topic of the counseling lesson. APA citation is accurate.	Points: 12.5	Points: 9.37	Points: 6.25	Points: 3.12
Description of data: Sources of data are accurately described. Strengths and weaknesses of data are discussed.	Points: 12.5	Points: 9.37	Points: 6.25	Points: 3.12

Effectiveness of overall intervention or research are discussed.				
Salient aspects of article / connection to counseling lesson: Students demonstrate an understanding of the key aspects of this article and show their application in the counseling lesson.	Points: 12.5	Points: 9.37	Points: 6.25	Points: 3.12
Organization, grammar and flow of responses: Responses to each prompt are organized in a logical manner, discuss all the necessary components. Paper has few if any grammatical mistakes.	Points: 12.5	Points: 9.37	Points: 6.25	Points: 3.12
Total points	50	37.48	25	12.5

Part II: Counseling Lesson Plan:
- ○ Due: December 2, 2024 by 11:59pm
- ○ Points: 50 points
- ○ Description: Use the Lesson Plan template from ASCA to break down how you plan to present your counseling lesson. (Please note, you and your partner will fill out one lesson plan).

Please fill out the following components of the ASCA Lesson Plan Form. (You can download the lesson plan template, as well as sample lesson plans on HuskyCT).

Component	Description	Image from Form

School Counselor / Lesson Plan Title	Write in the names of you / your partner Indicate the name of your lesson	School Counselor: Lesson Plan Title:
Target Audience	Indicate if this lesson is a single classroom lesson, part of a unit, or designed for a small group. Then indicate who the target audience is for this lesson.	Target Audience:
Evidence Base	Based on the literature review your lesson should be research informed or preferably evidence based	**Evidence Base:** ☐ Best Practice *(commonly used and believed to be of high quality)* ☐ Action Research *(individual investigates own practice to improve content/delivery)* ☐ Research-Informed *(a review of research provides foundation for content/delivery)* ☐ Evidence-Based *(highest level of evidence, results published in peer-reviewed journal)*
ASCA Students Standards Targeted	Identify between 2 and 4 mindsets and behavior standards that are being addressed in this classroom lesson.	**ASCA Student Standards Targeted:** Identify 1–2 student standards relevant for this targeted group and goal: *(Best practice = select one)* M&B# *Mindsets & Behaviors Statement*
Student learning objectives	Create between two and four student learning objectives. The learning objectives should connect with the ASCA mindset and behavior standards. (Consider using ASU's online objective builder: https://teachonline.asu.edu/objectives-builder/)	**Student Learning Objectives:** For each of the selected student standards, write or select 1–2 learning objectives *Student Learning Objectives* Student(s) will: Student(s) will:
Materials	List out what you will need to successfully deliver this	Materials:

	lesson.	
Describe how you will:	Write out how you plan to: -Introduce the lesson -Communicate the objectives -Teach the content -Practice the content -Summarize / close	**Describe how you will:** Introduce Lesson Topic/Focus: Communicate the Lesson Objective:
Data Collection Plan	Participation data plan (grey line stays blank). -Anticipated number of students - you choose this. -Planned lesson length - 20-30 minutes.	**Data Collection Plan** – *For multiple lessons in a unit, complete this section only once for the unit.* Participation Data Plan: Anticipated number of students: Planned length of lesson(s):
ASCA Student Standards Data Plan	Discuss how you plan to assess the lesson objectives. (E.g. pre/post assessments etc.).	ASCA Student Standards Data Plan: *For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.* Pre-/Post-Assessment items are: 1. 2. 3. 4.
Outcome Data Plan	Choose then describe which outcome data plan you will use for this counseling lesson. (Look at the examples on the form).	Outcome Data Plan: (choose one and describe specific data point to compare) *Examples:* *Achievement: School counselor will compare reading levels of students before and after delivery of lesson.* *Attendance: School counselor will compare number of absences last year to this year.* *Discipline: School counselor will compare total number of disciplinary reports for peer-on-peer conflict first quarter with second quarter* ☐ Achievement (describe): ☐ Attendance (describe): ☐ Discipline (describe):
Follow Up Plans	Discuss follow up plans for students who missed the lesson, or did not demonstrate proficiency.	**Follow-Up Plans** *Explain your plan for students who missed the lesson.* *Explain your plan for students who did not demonstrate mastery on the pre-/post-assessment of student standards (M&B)/student learning objectives.*

Lesson Plan

AMERICAN SCHOOL COUNSELOR ASSOCIATION

School Counselor:	
Lesson Plan Title:	
	☐ Single Classroom Lesson ☐ Unit of Classroom Lessons: Lesson _____ of _____ ☐ Small-Group Session Lessons: Lesson _____ of _____
Target Audience:	

Evidence Base:

☐ Best Practice *(commonly used and believed to be of high quality)*
☐ Action Research *(individual investigates own practice to improve content/delivery)*
☐ Research-Informed *(a review of research provides foundation for content/delivery)*
☐ Evidence-Based *(highest level of evidence, results published in peer-reviewed journal)*

ASCA Student Standards Targeted:		Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: (Best practice = select one)		For each of the selected student standards, write or select 1–2 learning objectives
M&B#	Mindsets & Behaviors Statement	Student Learning Objectives
		Student(s) will:
		Student(s) will:

Materials:

Describe how you will:

Introduce Lesson Topic/Focus:	
Communicate the Lesson Objective:	

Teach Content:	
Practice Content:	
Summarize/Close:	

Data Collection Plan – *For multiple lessons in a unit, complete this section only once for the unit.*

Participation Data Plan:

Anticipated number of students:	
Planned length of lesson(s):	

ASCA Student Standards Data Plan:

For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.
Pre-/Post-Assessment items are:
1.
2.
3.
4.

Outcome Data Plan: (choose one and describe specific data point to compare)

Examples:
Achievement: School counselor will compare reading levels of students before and after delivery of lesson.
Attendance: School counselor will compare number of absences last year to this year.
Discipline: School counselor will compare total number of disciplinary reports for peer-on-peer conflict first quarter with second quarter

☐ Achievement (describe):

☐ Attendance (describe):

☐ Discipline (describe):

Follow-Up Plans

Explain your plan for students who missed the lesson.

Explain your plan for students who did not demonstrate mastery on the pre-/post-assessment of student standards (M&B)/student learning objectives.

*Please note you can download this form on HUSKYCT

Please see the rubric below which will guide how the lesson plan will be graded:

Category	Excellent 100%	Satisfactory 75%	Unsatisfactory 50%	Poor 25%
Title of lesson, Target Audience & Evidence Base: accurately documented on the lesson form.	Points: 12.5	Points: 9.37	Points: 6.25	Points: 3.12
ASCA Standards and Learning Objectives: Appropriate learning objectives created for the lesson that align with ASCA mindset and behavior standards.	Points: 12.5	Points: 9.37	Points: 6.25	Points: 3.12
Description of the lesson components: Detailed description of each of the lesson components. Elements are described with enough specifics so another counselor could replicate this lesson.	Points: 12.5	Points: 9.37	Points: 6.25	Points: 3.12
Data Plan: Counselors have thought through a plan for how to collect data based on the content delivered in the lesson.	Points: 12.5	Points: 9.37	Points: 6.25	Points: 3.12
Total points	50	37.48	25	12.5

Part III: Deliver the Counseling Lesson

- ○ Due: December 2, 2024 by 11:59pm
- ○ Points: 50 points
- ○ Description: You and your partner will deliver a 20 to 30 minute counseling lesson and in class. You and your partner should assume that you are delivering the lesson to the target audience (ie, you can pretend that we are 6th graders etc). Feel free to adapt / alter or ad-lib parts where you would ask students to participate, or one of you can pretend to be a student who is participating in the lesson.

Please see the rubric below which will guide how the lesson plan will be graded:

Category	Excellent 100%	Satisfactory 75%	Unsatisfactory 50%	Poor 25%
Introduction / Start of the Presentation: Students have an organized start to the lesson, clearly communicating the lesson topic and objectives.	Points: 12.5	Points: 9.37	Points: 6.25	Points: 3.12
Clear delivery of core content of lesson: Clear delivery of content. Students explain and engage with the content at a developmentally appropriate level for the target audience.	Points: 12.5	Points: 9.37	Points: 6.25	Points: 3.12
Wrap Up: Thoughtful comprehensive conclusion to the classroom lesson and discussion of follow-up interactions if necessary.	Points: 12.5	Points: 9.37	Points: 6.25	Points: 3.12

Professional Presentation Style: Students presented the material in a professional manner, using language, PPT slides that are developmentally appropriate for the target audience.	Points: 12.5	Points: 9.37	Points: 6.25	Points: 3.12
Total points	**50**	37.48	25	12.5

Part IV: Feedback / response to other groups presentations:

- ○ Due: December 5, 2024 by 11:59pm
- ○ Points: 50 points
- ○ Description: Watch the other groups presentations and write 300 words of feedback for each presentation that addresses the following questions / statements:
    - ■ (1) What you enjoyed about the presentation / content of the lesson.
    - ■ (2) One suggestion or idea that the presenters could implement.
    - ■ (3) One teaching or lesson component that you enjoyed, and how you may implement it in the future.

This assignment aligns with CACREP Standards 2F1.b, 2F1.c, 2F2.h, 5G1.b, 5G2.a, 5G2.c, 5G2.n, 5G3.C

<u>Information on Written Assignments:</u>

- All assignments should be submitted in APA 7 format (Times New Roman Font, 12 pt.).
- When referencing or referring to a group, a specific race, ethnicity or cultural context please capitalize the population you are discussing. For example, if talking about the Black community - Black should be capitalized. John Danizewski, the Associated Press's vice president of standards wrote in a blog "the lowercase black is a color, not a person" (https://blog.ap.org/announcements/the-decision-to-capitalize-black). Students are not required to capitalize brown or white, but they may capitalize if they wish to do so. I refer to the New York Times article for my rationale on this point: "Brown as generally been used to describe a wide range of cultures, Mr. Baquet and Mr. Corbett said in their memo to staff. As a result, its meaning can be unclear to readers; white doesn't represent a shared culture and history in the way Black does, and also has long been capitalized by hate groups." (https://www.nytimes.com/2020/07/05/insider/capitalized-black.html). No points will be deducted for any grammatical mistakes related to capitalizations, however this is a practice that I believe we should all promote. Most importantly, I want you in this course to write and practice what you are comfortable with and what you feel reflects your cultural and societal values.

Feedback and Grades

Feedback. I will make every effort to provide feedback and grades in **within 72 hours**. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Extra Credit Policy

Because this is a graduate level course, no extra credit will be offered.

University Policies

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include:

- **The Student Code**
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- **Copyrighted Materials**
  - Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.
- **Credit Hours and Workload**
  - For a three credit in person course, University policy stipulates that for every 1 hour in class there is a minimum of 2 hours of student work out of class. For online courses, the minimum number of hours is a combination of the total hours required for an in person course. For more details refer to the **Minimum Number of Hours Per Credit** found above under "Tips for Success".
- **Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships:**
  - The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at http://policy.uconn.edu/?p=2884.
- **Sexual Assault Reporting Policy**
  - To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at http://sexualviolence.uconn.edu/.
- **Plagiarism**
  - You are expected to submit your own work. Submitting the work of other students as your own is a violation of academic integrity. Plagiarism is a serious violation of academic integrity. To prevent plagiarizing someone else's work, credit for the words and ideas must always be given. Quotation marks are used to indicate another person's exact words. Paraphrasing is summarizing a passage or taking the ideas of the sentence and constructing a new sentence in your own words. The original sentence must be

substantially altered by you for it to be your own work. Citing the source is still necessary because you took the idea from the source. Plagiarism and collaborating on exams each constitute academic misconduct and will result, at a minimum, in a failing grade on the assignment or in the course. Please review the following tutorial if you need more information: https://uconn.libwizard.com/f/plagiarism

- **Class Attendance**
    - The instructor describes the computation of the grades and the relation between grades and attendance at the beginning of the semester. Where grades depend on classroom participation, absences may affect the student's grade. However, if a student were absent and the instructor reduced the grade, the reduction would be due to lack of class participation, not the student's absence. Except for final examinations, instructors have final authority in permitting students to submit assignments late or make up examinations. https://catalog.uconn.edu/academic-regulations/grade-information/#attendance

Resources for Students Experiencing Distress

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the **Student Health and Wellness-Mental Health** (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the **Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor,** or contact the office at **(860) 486-4705, or https://studenthealth.uconn.edu/** for services or questions**.**

Accommodations for Illness or Extended Absences

Please stay home if you are feeling ill and please go home if you are in class and start to feel ill. If illness prevents you from attending class, it is your responsibility to notify me as soon as possible. You do not need to disclose the nature of your illness, however, you will need to work with me to determine how you will complete coursework during your absence.

If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

COVID-19 Specific Information: People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. These symptoms may appear 2-14 days after exposure to the virus and can include:

- Fever,
- Cough,
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

Additional information including what to do if you test positive or you are informed through contract tracing that you were in contact with someone who tested positive, and answers to other important questions can be found here: https://studenthealth.uconn.edu/updates-events/coronavirus/

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or http://csd.uconn.edu/.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from Blackboard's website)

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:
- Equipment Recommendations (https://remotework.uconn.edu/equipment-recommendations/)
- HuskyCT/Blackboard (HuskyCT/ Blackboard Accessibility Statement, HuskyCT/ Blackboard Privacy Policy)
- Adobe Acrobat Reader (Adobe Reader Accessibility Statement, Adobe Reader Privacy Policy)
- Google Apps (Google Apps Accessibility, Google for Education Privacy Policy)
- Microsoft Office (free to UConn students through uconn.onthehub.com) (Microsoft Accessibility Statement, Microsoft Privacy Statement)
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam

Help

Technical and Academic Help provides a guide to technical and academic assistance.

This course uses the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the Help Center. You also have 24x7 Course Support including access to live chat, phone, and support documents.

Student Technology Training

Student technology training is now available in a new HuskyCT short course created by students for students. It will prepare you to use the IT systems and services that you will use throughout your time at UConn, whether learning online or on-campus. It is available at https://lms.uconn.edu/ultra/courses/_80016_1/cl/outline .

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:
- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

How to Succeed in this Course

All students can succeed in this course and we are here to help you along the way. Please do not hesitate to ask questions or attend office hours. All questions are important here. Success in this course program depends heavily on your personal health and well-being. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. Your teaching assistants and I strongly encourage you to reframe challenges as an unavoidable pathway to success. Reflect on your role in taking care of yourself throughout the semester, before the demands of exams and projects reach their peak. Please feel free to reach out to me about any difficulty you may be having that may impact your performance in your courses or campus life as soon as it occurs and before it becomes too overwhelming. In addition to your academic advisor, I strongly encourage you to contact the many other support services on campus that stand ready to assist you. Dean of Students Office, Academic Achievement Center, Writing Center, Quantitative Learning Center, Center for Students with Disabilities, Title IX Office, Student Health and Wellness -- Mental Health.
Privacy Statement: For information on managing your privacy at the University of Connecticut, visit the University's Privacy page. NOTE: This course has NOT been designed for use with mobile devices.

Evaluation of Course Experience

Students will be given an opportunity to provide feedback on their course experience and instruction using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

The University of Connecticut is dedicated to supporting and enhancing teaching effectiveness and student learning using a variety of methods. The Student Evaluation of Teaching (SET) is just one tool used to help faculty enhance their teaching. The SET is used for both formative (self-improvement) and summative (evaluation) purposes.

Additional informal formative surveys and other feedback instruments may be administered within the course.