

ECC 640: Advanced Issues in School Counselling

School of Education and Leadership

3 Credits

Effective Date (first date to be offered, 1/1/2022)

List any Pre-requisite or Co-Requisite: None

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

In order to meet the needs of K-12 system, students in this course will engage in self-reflective practice and apply research skills to develop a workshop. Students will identify, research, develop, and present a workshop on advanced issues in school counselling. Through evaluation of their own learning journey in the program and by creating a professional growth plan through reflective self-assessment, students emerge as reflective practitioners.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Identify a topic (e.g. grief, loss, relocation; trauma; migration, refugees; residential schools; addiction, and others) that is relevant for professional practice and based on relevant literature.
- Develop a workshop based on literature aimed at exploring a topic applicable for professional practice.
- Critically engage with various approaches to professional reflection.
- Utilize reflective self-assessments for professional practice.
- Reflect on how to embody the characteristics of a successful school counselor.

Program Learning Outcomes

- Self-awareness: Demonstrate self-awareness and reflect on personal bias, beliefs, and stereotyping attitudes in school counselling decisions.
- Curriculum leadership: Identify emerging needs for learning and propose effective strategies for implementing social-emotional learning in schools.

Core Concepts, Knowledge, and Skills

- Self-reflection
- Self-assessment
- Collegial practice
- Leadership
- Characteristics of the school counselor

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

Overview of Required Assignments	% of Final Grade
Participation and Engagement	20%
Professional Workshop: Collegial Presentation	40%
Reflections and Portfolio Presentation Summary	40%
TOTAL	100%

Participation and Engagement (20% of Final Grade)

Participation and engagement are an integral part of this course. Student preparation for class and participation are essential because the information, knowledge, skills, and expertise they exchange with peers and instructor(s) contribute toward the learning community.

Meaningful participation and engagement include not only participation in class and small group discussions, engagement with course content, and sharing ideas/experiences/resources, but also self-awareness, listening, collaboration, engaging in dialogue, and continuous self-reflection.

Components	% of Grade
Participation and Engagement <i>(including thoughtful engagement, meaningful contribution, collaboration, self-awareness, self-reflection, and responsibility for own learning)</i>	100%
TOTAL	100%

Professional Workshop: Collegial Presentation (40% of Final Grade)

Students research, develop, and participate in the presentation of an advanced issue in school counselling. In this assignment, students identify an advanced issue topic relevant for professional practice and develop a workshop based on literature.

During the 2nd and 3rd class, students, in groups of 3-4 provide a 30-40 minute workshop on a chosen topic. The style and format for how the information is presented to the class needs to be consistent with workshop presentation in schools, and there are some standard requirements for each presentation:

1. Choose an advanced issue topic for your presentation that can be explored within the scope of a 30–40-minute workshop. In your presentation, include a clear introduction including the topic of your presentation and an overview of your presentation (workshop description and learning objectives).
2. Summary of the key concepts and terminology of the topic you are presenting. The presentation must also include relevant literature in support of your topic.
3. Significant part of the presentation must include an interactive portion (experiential) to engage the group and begin to work with the topic/material at a deeper level.
4. Presenters must also provide all students a PowerPoint presentation (and any additional material you think useful for the participants) highlighting the major points of the presentation and experiential practice.
5. The presentation needs to be shared with the instructor and classmates.

Grading criteria	% of Grade
Curriculum Leadership	20%
Research and Inquiry	20%
Mental Health and Wellbeing	20%
Presentation (academic and professional practices and skills)	30%
Collaboration skills	10%
TOTAL	100%

Reflections and Portfolio Presentation Summary (40% of Final Grade)

Students engage in the reflection process and prepare reflections A and B that are then used to build toward the Portfolio Presentation Summary.

In this assignment, students engage with various approaches to professional reflection, utilize reflective self-assessments for professional practice, and reflect on how to embody the characteristics of a successful school counsellor.

Reflection A

*Students prepare a 2-page reflection, considering the following questions, **due end of day 1:***

Describe a time in the last 2 years of this program that you consider a high point experience, a time when you were most engaged and felt alive and vibrant.

What is it that you value more about yourself and your work? How does it inform your work with students? Where does it come from (culture, family, lived experience, etc.)? How does it play a role in your approach to school counselling and approach to education?

Grading criteria	% of Grade
Reflection A	Complete/ Incomplete

Reflection B

*Students prepare a 2-page reflection, considering the following questions, **due end of day 2:***

Since your experience in the program over these two years, what strengths have you noticed about yourself? How have you grown? How will you build on this in the future?
 What theory, knowledge, and skills developed in this program inform your worldview? Explain how/why they resonate with you.
 What counselling philosophy guides your work with students? How does this philosophy support your counselling practice?

Grading criteria

Reflection B

% of Grade

Complete/ Incomplete

Portfolio Presentation Summary

Students prepare a 6-slide summary that shows significant learning that helped to shape their sense of self as educator, and personal/professional objectives in the program.

1. *Approach to school counselling*
 What is it that you value more about yourself and your work? How does it inform your work with students? Where does it come from (culture, family, lived experience, etc). How does it play a role in your approach to school counselling and approach to education?
2. *Strengths and growth*
 Since your experience in the program over these two years, what strengths have you noticed about yourself? How have you grown? How will you build on this in the future?
3. *Theory, Knowledge, Skills*
 What theory, knowledge, and skills developed in this program inform your worldview? Explain how/why they resonate with you.
4. *Capstone*
 Often, a capstone topic is personally meaningful to the researcher in some way. What brought you to this topic? How is it meaningful to you?
5. *Work in your school/community*
 Why do you want to do this work? How will your work (and your approach to it) contribute to your school/community?
6. *Personal Philosophy of Counselling statement*
 Having reflected on these questions and your coursework, describe what guides your work with students. How would you articulate your personal philosophy of counselling statement?

Grading criteria

Self-awareness
 Reflexivity and praxis
 Philosophy
 Overall clarity
TOTAL

% of Grade

30%
 30%
 30%
 10%
100%

Course Policies

Course policies on topics such as *Late Assignments*, *Participation*, and *Professional Writing* are found under *Course Information* in the online course menu. Students are responsible for reviewing and applying these policies while enrolled in this course.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the

requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.ed to request a user name and password.