California State University, Northridge
Michael D. Eisner College of Education
Department of Educational Psychology and Counseling Program in School Psychology

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Course Syllabus
EPC 665: Individual and Group Counseling of Children in the Schools
Fall 2025

Course Title: *EPC 665: Individual and Group Counseling of Children in the Schools (3)*
Class Meeting Time & Location: Thursdays, 7:00 PM – 9:45 PM
Room: Education Building, 1130 (ED1130)
Instructor: Dr. Stella Ghazarian, Psy.D.
Email: stella.ghazarian@csun.edu
Office Hours: By Appointment: Virtually Zoom/Phone/Email

<u>Michael D. Eisner College of Education Conceptual Framework:</u>
The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.

- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.

- We value ethical practice and what it means to become ethical and caring professionals.

- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators

and related professionals, and other members of regional and national educational and service communities.

- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.

- We value creative, critical, and reflective thinking and practice.

School Psychology Program Goals and Student Learning Objectives

The National Association of School Psychology (NASP) 2020 Domains and the California Commission on Teacher Credentialing (CCTC) 2020 School Psychology Program Elements (SPPE) for training will be listed in alignment with university goals for graduate training. Please note that a more specific list of NASP and CCTCs requirements related to the domains and SPPEs will be included in specific class syllabi related to the course content. The following are CSUNs School Psychology Program's goals and SLOs related to the NASP 2020 Domains and CCTC 2020 SPPEs:

SLO 3: Respect for Human Diversity and Equitable Practices for Diverse Student Populations (NASP Domain 8): School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate Knowledge of human diversity, including individual differences, abilities, disabilities, religion, language, culture, cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other diverse characteristics within individuals and families; the effects they have on development, learning, adjustment, and overall outcomes; recognize bias and discrimination and use inclusive language; and Practice implementation of effective general and special education interventions and/or services in collaboration with others to promote social justice and social advocacy for all students, families, and schools; use this knowledge and practice to ==optimize learning, development and social-emotional adjustment to improve academic, mental and behavioral health outcomes for children, families, schools, and communities. (NASP Domain 8; CCTC SPPE 8)==

SLO 6: Data Based Decision Making - Assessment: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to show knowledge, skills, and competence in their assessment skills. More specifically, candidates, in collaboration with other members of an interdisciplinary team, conduct assessments to determine students' need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans; collect and analyze data from multiple sources (e.g., parents/guardians,

teachers, students) and levels (i.e., individual, group, system) to understand students' needs and to select and implement evidence-based instructional and mental and behavioral health interventions and supports; incorporate various techniques for collection, measurement, and analysis of data; and use technological resources in the evaluation of services at the individual, group, and/or systems levels. *(NASP Domain 1: Data Based Decision Making; CCTC SPPE 1)*

Program Goal 6: Academic, Behavioral, Mental Health and Life Success: Provide knowledge and skills to school psychology candidates on evidenced based academic, behavioral, and social-emotional interventions based on theory, risk and resiliency/developmental assets research, a systems ecological approach, and data-based decision making to address individual and systemic factors to improve outcomes for overall school and life success.

SLO 11: Mental and Behavioral Health Services and Interventions using Risk and Resiliency Theory/Research and Systems-Ecological Approach: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBO(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate knowledge, skills, and competence to understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning; and in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. *(NASP Domain 4: Mental and Behavioral Health Services and Intervention; CCTC SPPE 4)*

SLO 12: Social-Emotional and Mental Health and Behavioral Health Services and Interventions using Risk and Resiliency Theory/Research and Systems-Ecological Approach: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate knowledge, skills, and competence to design and use effective communication and interpersonal strategies, social-emotional and mental health interventions using psychological theories, evidenced based practice, risk and resiliency theory/research/developmental assets, social emotional learning, and a systems ecological approach when assessing for risk, such as with suicide, threat, child abuse, and when providing prevention, mental health services, including counseling, and crisis intervention. *(NASP Domain 4: Mental and Behavioral Health Services and Intervention; CCTC SPPE 4)*

SLO 14: Services to Promote Safe and Supportive, and Equitable Schools: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate knowledge and practice using principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools and collaborate with others to promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety for all students. They also implement effective crisis prevention, protection, mitigation, response, and recovery. *(NASP Domain 6: Services to Promote Safe and Supportive Schools; CCTC SPPE 6)*

Instructional Philosophy:

The School Psychology program is designed upon the following beliefs, which are consistent with the National Association of School Psychologist (NASP) and California Commission for Teacher Credentialing (CCTC) standards for training: We believe that school psychologists should be trained in a scientist-practitioner ecological model. We emphasize both scientist and practitioner to indicate that we expect our candidates to follow and develop best practices derived from scientifically based research. We prepare our students with the knowledge and skills to work successfully in multicultural settings and to address solutions from an *ecological strength based multi-systemic perspective* using *positive outcome based solutions assessed and monitored* in collaboration with parents, teachers, school professionals, and other community members.

Course Description:

Prerequisites: EPC 659A, EPC 659B. The course addresses individual and group counseling techniques to assist students with adjustment, social emotional functioning and mental health in the schools. Research and theory are aligned to best practices in wellness promotion, resiliency, crisis intervention and individual and group counseling. Application of developmental, diversity, and legal and ethical principles is stressed. Application of relevant research based theories and outcome based practice with children is emphasized.

Specific Course Learning Objectives:

Course objectives will provide lectures to address and opportunities to be practiced and be assessed. Upon successful completion of this course, candidates will be able to:

1. To demonstrate knowledge in the field of child and adolescent counseling primarily for the school setting, including current evidenced based strategies to promote student adjustment, mental health, and social-emotional development, as well as contemporary issues via in-class discussions, portfolios, examinations, student presentations, case studies, journals, and videotaping (where permitted by those in authority). Apply knowledge of developmental, cultural, biological, and social influences, including trauma, stress, and systemic inequities to design and deliver individual and group counseling interventions that promote resilience, positive coping, and adaptive social–emotional functioning. Assess and evaluate program effectiveness across multiple tiers (individual, group, classroom, school-wide). *(CCTC SPPEs 4.0, 4.1, 4.2; partial alignment with 8.0 and 10.0)*

2. Students will collect, synthesize, and analyze multiple data sources (e.g., rating scales, observations, academic records, state/district accountability metrics) to identify student counseling needs and monitor intervention outcomes. Use these data collaboratively through consultation with educators, families, and multidisciplinary teams to design, implement, evaluate, and adjust counseling interventions aimed at promoting student resilience and social–emotional development. *(NASP Domain 1: Data-based Decision Making and Accountability; CCTC SPPE 1.4 - 1.6)*

3. Apply evidence-based behavioral and social-emotional interventions to support students' socialization, mental health, and resilience, integrating biological, cultural, developmental, and social factors. Collaborate with multidisciplinary teams to assess needs, design, implement, and evaluate culturally responsive counseling and wellness services at individual, group, and school-wide levels. *(NASP Domain 4: Behavior Interventions and Mental Health Services to Develop Social and Life Skills; CCTC SPPE 4.0-4.4)*

4. Demonstrate the ability to effectively collaborate in the design, implementation, monitoring, and evaluation of wellness promotion, intervention, and mental health programs at the individual, group, and systems levels. These programs should aim to foster resilience, encourage positive behavior, support socialization and adaptive skills, and enhance overall mental and behavioral health. *(NASP Domain 4: Behavior Interventions and Mental Health Services to Develop Social and Life Skills; CCTC SPPE 4.1, 4.3)*

5. Students will demonstrate the ability to develop and deliver individual and group counseling services that are culturally responsive, affirming of students' intersecting identities, and grounded in an understanding of how culture, language,

immigration status, socioeconomic conditions, and systemic inequities impact mental health and learning. Students will apply psychological knowledge and counseling theory to address disparities, promote equitable outcomes, and advocate for inclusive practices that support the social-emotional well-being of all children and youth, including those from historically marginalized communities. **(NASP Domain 8: Human Diversity; CCTC SPPE 8.0, 8.3, 8.4)**

6. To demonstrate knowledge of legal and ethical issues unique to counseling children and adolescents in the schools. Students will demonstrate ethical and professional conduct in all counseling activities, including informed consent, confidentiality, cultural humility, self-reflection, adherence to legal and NASP ethical guidelines, and trauma-informed practice. Engage in ongoing self-reflection of counseling interventions and personal professional growth. **(NASP Domain 10: Legal, Ethical, and Professional Practice & Disposition; CCTC SPPE 10.1, 10.3)**

Required Textbooks:
- *Counseling Children and Adolescents in Schools* by Robyn S. Hess (Author), Sandy Magnuson (Author), Linda M. Beeler (Author). Thousand Oaks, CA: Sage. ISBN 978-1-4522-1680-5 (paperback text and practice and application guide come as a set).

- *Solution-Focused Counseling in Schools* by John J. Murphy (Author). ISBN-13. 978-1556203947 ; American Counseling Association

- Cormier, S., Nurius, P. S., & Osborn, C. J. (2017). *Interviewing and change strategies for helpers* (8th ed.). Cengage.

Optional Suggested Texts & Resources:
Counseling Theory & Practice:

- *Corey, G. (2021). Theory and Practice of Counseling and Psychotherapy (11th ed.). Cengage Learning.*

- *Gladding, S. T. (2018). Group Work: A Counseling Specialty (8th ed.). Pearson.*

- *Neukrug, E. (2016). The World of the Counselor: An Introduction to the Counseling Profession (5th ed.). Cengage Learning.*

School-Based Counseling:

- *Thompson, R. A. (2017). School Counseling: An Evolving Specialty (6th ed.). Cengage Learning.*

- *Sabella, R. A., & Buchanan, E. M. (2019). School Counselor Resource Manual: Practical Tools for Developing and Managing Your School Counseling Program. Corwin Press.*

- *Dollarhide, C. T., & Saginak, K. A. (2017). Comprehensive School Counseling Programs: K–12 Delivery Systems in Action (3rd ed.). Pearson.*

Solution-Focused & Cognitive Behavioral Interventions:

- *Kelly, M. S., Kim, J., & Franklin, C. (2020). Solution-Focused Brief Therapy in Schools: A 360-Degree View of Research and Practice. Oxford University Press.*

- *Stallard, P. (2019). A Clinician's Guide to Think Good-Feel Good: Using CBT with Children and Young People. Wiley-Blackwell.*

Cultural Competence & Diversity:

- *Sue, D. W., & Sue, D. (2016). Counseling the Culturally Diverse: Theory and Practice (7th ed.). Wiley.*

- *Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2015). Multicultural and Social Justice Counseling Competencies: Guidelines for the Counseling Profession. American Counseling Association.*

Crisis Intervention & Mental Health:

- *Heath, M. A., & Sheen, D. (2015). School-Based Crisis Intervention: Preparing All Personnel to Assist (2nd ed.). Guilford Press.*

- *Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R. A., & Feinberg, T. A. (2016). School Crisis Prevention and Intervention: The PREPaRE Model (2nd ed.). National Association of School Psychologists.*

Professional Standards & Ethics

- *Jacob, S., Decker, D. M., & Lugg, E. T. (2016). Ethical and Legal Issues in School Counseling (6th ed.). Pro-Ed.*

- *National Association of School Psychologists (2020). NASP Practice Model & Professional Standards. NASP website*

Web-Based Resources:

- *American School Counselor Association (ASCA) – www.schoolcounselor.org*

- *National Association of School Psychologists (NASP) – www.nasponline.org*

- *Child Mind Institute – www.childmind.org*

- *Greater Good Science Center (UC Berkeley) – https://greatergood.berkeley.edu*

Policies and Resources:

University Policy on GPA Requirements for Graduate Programs (from the University Catalog)Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a "C" can be counted in the formal program. Any grade of "C-" or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a "C" or better on the 2nd attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the University policy.

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Additionally all assigned readings and workbook assignments should be completed prior to the beginning of the designated class period during which these will be discussed.   Since this course includes significant seminar and experiential components, attendance at each class meeting is mandatory. In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time. If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings.

Academic Dishonesty

Penalties for Academic Dishonesty Pursuant to CSU Executive Order 1098R (.pdf), all actions taken by faculty based on student academic dishonesty, including the

imposition of a grade penalty, must be reported to the Office of the Vice President for Student Affairs. Disciplinary records of any action of academic dishonesty are retained in the Office of the Vice President for Student Affairs. These records may be available to prospective employers and other educational institutions, in accordance with federal and state regulations. In short, a student committing any act of academic dishonesty will run a serious risk of harming his or her future educational or employment opportunities. Students wishing to report an act of academic dishonesty should call (818) 677-2391 and ask for the Vice President for Student Affairs/Dean of Students, who will investigate such reports. Information may be provided anonymously. Disciplinary action, however, cannot be taken on the basis of anonymous reports alone. See the University Catalog for further information. Additionally, students should refer to the Ethics Codes of AAMFT, ACA, and CAMFT for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism, students can refer to the APA *Publication Manual*.

Quality Writing Skills
Since written psychoeducational reports will be your "professional product" it is important that you develop and/or enhance your writing skills. When completing written assignments for this class please make sure your essays reflect university-level writing skills:
- Use complete sentences
- Develop your paragraphs
- Please use correct spelling, grammar, and punctuation
- Please do not use contractions in academic papers
- You might ask someone to proofread your paper
- Please adhere to the established page limitations

Please contact the University Writing Center if you require assistance with written assignments (see link below).

Due Dates and Times
Due dates are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity or extenuating circumstances.

Requests for Incompletes
Incompletes will only be considered in accordance with university policy, which requires that 75% of courses be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form (www.csun.edu/anr/forms/request_incomplete.pdf).

Religious Holidays

Please note that there is no penalty for absences due to religious reasons. However, please notify me **prior** to your absence if this is the case. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Confidentiality

In this course, you are entering a professional learning environment. You are expected to respect the nature of this setting. Additionally participation in this class may involve some amount of self-disclosure. It is important to know that you have the right and personal responsibility to share only what you want with us. If you feel the need you may consult with the instructor and explore any issues that may be preventing you from fully participating. Because of the personal nature of the course content and assignments, you must pledge adherence to strict confidentiality. However, there are times when confidentiality can/must be broken. These times are:

1. If a class member threatens danger to him/herself/themselves, we are required by law to make those limited disclosures necessary to avert that danger.
2. If a class member threatens grave bodily harm to death to another person(s), we are required by law to inform the intended victim(s) and appropriate law enforcement agencies.
3. If there is any reasonable suspicion of child abuse or neglect, we are required by law to report it immediately to the proper authorities.
4. If, in my judgment, a class member is acting unethically or experiencing a disturbance to such an extent that his/her/their ability to work positively with others is significantly impaired, I may discuss the situation with the director of the School Psychology program or other university faculty as needed.

Professionalism

As a course in a professional training program, students are expected to consistently demonstrate professional behavior. This includes but is not limited to:
- Being on time to class and with assignments.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared.
- Managing paperwork effectively.
- Managing technology effectively (the university provides extensive computer, printing and internet support; please use it in times of technical emergency).
- Managing personal information (own and others') appropriately.
- Students who have difficulty in one or more of these areas may have their grade lowered and in severe cases may be referred to the department

student affairs committee for further review.

Students with Disabilities
If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) Office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your need for accommodations with me, please contact me to set up an appointment.

Instructional Format
This course is a graduate seminar course which will include lecture, discussions, dyad counseling activities, guest speakers, and case study discussions. The course will include online components on Canvas (http://canvas.csun.edu); use your CSUN user ID and password to login.

CSUN's Computer Support
http://www.csun.edu/helpdesk/

Request for Incomplete Grade
www.csun.edu/anr/forms/request_incomplete.pdf

Disabilities Resources and Educational Services
http://www.csun.edu/dres/studentservices/index.php

Writing Center
http://www.csun.edu/lrc/

CSUN Student Conduct Policies
http://www.csun.edu/studentaffairs/policies/conduct.htm

Research and Library Assistance
http://library.csun.edu/ResearchAssistance/AskUs

Course Assignments:

1.Videotaped Counseling Sessions
You will be responsible for completing two videotaped counseling sessions that demonstrate your development, application, and integration of core counseling skills. Each session should highlight your ability to effectively use the following nine key skills:

Basic Counseling Skills:

1. Active Listening skills
   a. Verbal Attending - a verbal response that acknowledges a student's behavior
   b. Non-verbal attending – appropriate eye contact, open body posture, gestures and facial expression that match your verbal communication

2. Reflecting content/Paraphrasing – accurate response that includes a combination of the student's words and your own words to reflect back what you have heard

3. Reflecting feeling/affect – accurate response that includes your statement about the feelings in the student's previous communication

4. Clarifying – a response used to determine accurate understanding of the student

5. Summarizing – an accurate combination of two or more of the student's previous communications

6. Questioning – appropriate use of open-ended and limited-use of closed questions

Advanced Counseling Skills:

7. Solution-Focused Brief Therapy - Helping individual students identify their strengths and envision solutions rather than focusing on problems.

8. Cognitive Behavioral Therapy - Assisting students in recognizing and restructuring negative thoughts and maladaptive behaviors.

9. Cultural Competency and Humility - Tailoring counseling approaches to honor each student's cultural background and identity.

Assignment Purpose and Expectations:

You and a partner will take turns serving as counselor and client in two separate counseling sessions, each lasting approximately 15 minutes. These sessions will allow you to demonstrate the following counseling competencies:

- Building and maintaining rapport
- Reflecting content and affect
- Asking open-ended questions

- Clarifying and summarizing
- Facilitating client insight, problem identification, and goal setting
- Integrating appropriate counseling techniques and theory-based interventions
- Applying advanced skills as appropriate (e.g., immediacy, self-disclosure, and challenging)

Each video must be accompanied by a <u>brief written reflection (approximately 1–2 pages)</u> in which you evaluate your use of counseling skills, highlight areas of strength, and identify areas for continued growth.

Counseling Video Details:

- **Counseling Video 1 – Due 10/23**
  Focus: Demonstrate progress in mastery of basic counseling skills (listed above).

- **Counseling Video 2 – Due 11/20**Focus: Demonstrate integrated counseling practice including use of skills, identification of a client goal, and development of a Goal Attainment Scale (GAS) to track client progress.

Class Practice and Instructor Feedback

Prior to recording, you will engage in practice sessions in class, working in dyads to apply counseling skills and techniques. You will also receive instructor feedback to help refine your skills. Additionally, instructor-led individual dyad meetings will be available during scheduled times. These meetings are designed to provide direct observation and corrective feedback prior to your recorded sessions.

Evaluation
All recorded sessions will be assessed using the Counseling Skills Rubric provided below. Please review the rubric carefully to ensure all skill areas are addressed in your sessions.

Please upload counseling sessions to Canvas. If this is not possible students can make an appointment with Media Services at (818) 677-3592 for videotaping in Room 37 of the Oviatt Library. The Media Services office is open for appointments from Monday to Friday, 8:00-5:00, with extended hours on Monday and Wednesday, 8:00-8:00. In both cases students are responsible for uploading or submitting a DVD or digital format labeled with their name and counseling session number by the date the assignment is due.

2. <u>Group Counseling Facilitation Activity:</u>

Students will conduct sessions one and two of a group counseling intervention with classroom peers, e.g., introduce the purpose of the group, facilitate development of norms and expectations, present group forming (ice breaker) and skill-building and/or group process activities, facilitate effective summary and closing activity.

- **Group Counseling Facilitation Activity:** You will have two opportunities to lead a small group counseling session during class. This assignment is designed to simulate one of the first responsibilities you may be given during your fieldwork placement and provides valuable practice in applying group facilitation skills in a supportive setting. Each session should follow the structure of an initial group counseling session designed for school-age children or adolescents. You may choose the focus or theme of your group (e.g., social skills, stress management, peer relationships), but your facilitation techniques must be clearly demonstrated throughout. Please use the required course texts and supplemental reading materials to inform your planning and delivery. Each group counseling session should be 30 to 35 minutes in length. Sign-ups for facilitation roles will be organized in class.
- As school psychologists, you play a critical role in facilitating small group counseling interventions that are not only relational and skill-building but also data-informed. This assignment provides the opportunity to practice essential group facilitation skills while also engaging in evidence-based decision-making through the development of a simple data collection plan and hypothesis related to student needs and group outcomes. You will plan and deliver two structured group sessions with your peers, demonstrating both counseling skills and your ability to think like a school-based change agent: forming hypotheses, gathering behavioral/social-emotional data, and applying that information to guide intervention and support student growth.
- Group counseling activity will be conducted in five groups of 4 and 1 group of 3 (total 23 students). Plan on conducting sessions in subsequent weeks for continuity. Dates: 9/25,10/2; 10/9, 10/16; 10/30, 11/7; 11/13, 11/20, 12/4.

3. Data-Based Counseling Study: Students will conduct six individual counseling sessions with a student (From Fieldwork Site) and complete a data based counseling case study, including Goal Attainment Scale. Use this information to interpret behavioral and social/emotional data within the context of biological, cultural, and social influences, including complex trauma and stress, impacting behavior, socialization, social emotional learning and mental health (CCTC SPPE 4.2)

- You will complete a case study of a counseling case that occurred over at least six sessions which includes a summary of background, including relevant socio-economic, multicultural, and environmental factors, reason for referral, problem-identification, goal-setting, including SMART goal(s) and goal attainment scale used in data based decision-making and evaluation. Additionally, please include a discussion of the counseling theory(ies) and techniques used and any multicultural adaptations made during the counseling sessions.
- In this assignment, you will design, implement, and evaluate a structured, strengths-based counseling intervention over the course of six or more peer sessions, integrating principles of resiliency, data-based decision-making, and the Zone of Proximal Development (ZPD). Through this experience, you will demonstrate your role as a change agent who can use data to inform practice, monitor progress, and adapt interventions to promote positive outcomes for all learners.
- **This is a powerpoint assignment that will be uploaded to Canvas. This assignment is due 12/5**
- **Refer to Data-Based Counseling Study Rubric**

COUNSELING SKILLS RUBRIC: *Objective: Assess students' ability to apply counseling micro-skills while integrating data-driven reasoning, hypothesis development, and ZPD-informed intervention planning to support student growth. (CCTC SPPE 4.4)*

Basic Counseling Skills	*Emerging (1)*	*Developing (2)*	*Proficient (3)*	*Advanced (4)*
Active Listening	*Shows limited attention to the client's verbal and non-verbal communication. Frequently distracted or inattentive, missing key information*	*Demonstrates growing ability to focus on client communication but inconsistently attends to verbal and non-verbal cues. Responses generally relate to client content*	*Actively attends to both verbal and non-verbal client cues with focused presence. Demonstrates genuine interest and supports client's expression*	*Exhibits exceptional attentiveness and presence, fully attuned to subtle verbal and non-verbal signals. Creates a strong therapeutic connection by validating and deepening client communication*

		but may lack depth or empathy	through thoughtful feedback	
Verbal Attending	*Rarely uses verbal cues to demonstrate engagementResponses may be minimalism disjointed, or unrelated to the client's message*	*Shows basic understanding of verbal attending skills but applies them inconsistently.*	*Uses appropriate and consistent verbal attending behaviors to convey active listening and engagement. Offers timely minimal encouragers, affirmations, and verbal prompts that support client expression*	*Demonstrates masterful use of verbal attending to facilitate deep client connection and openness. Verbal responses are intentional, attuned, and enhance client comfort and expression*
Non-verbal Attending	*Demonstrates minimal or inappropriate non-verbal engagement (e.g., poor eye contact, closed body posture, distracting movements)*	*Shows some awareness of non-verbal communication but is inconsistent in application*	*Maintains appropriate and consistent non-verbal attending behaviors that convey interest and support*	*Consistently demonstrates attuned and responsive non-verbal behaviors that convey deep presence and empathy. Body language is congruent, intentional, and adapted to client needs and context*
Paraphrasing/ Content Reflection	*Struggles to accurately restate the client's message. Often focuses on insignificant details or misses key content*	*Demonstrates a basic ability to paraphrase client content, though accuracy or relevance may be inconsistent*	*Accurately and clearly restates the client's message in the counselor's own words, highlighting the essential meaning*	*Skillfully and consistently paraphrases both explicit and implied client content with clarity and precision.*

Reflecting Feelings/ Affect	*Struggles to identify or reflect the client's emotional experience*	*Demonstrates some ability to identify and reflect basic emotions, but reflections are inconsistent or overly general*	*Accurately identifies and reflects the client's core feelings using appropriate tone and language*	*Consistently and skillfully reflects both surface and underlying emotions with precision, empathy, and depth*
Clarifying	*Struggles to identify unclear or confusing client statements. Rarely attempts to clarify or ask for elaboration*	*Makes some effort to clarify client statements, may occasionally use clarifying questions that are closed, overly directive, or miss the deeper meaning of the client's message*	*Effectively identifies and responds to unclear or complex client communication. Uses open-ended and non-judgmental clarifying questions to promote clearer understanding*	*Consistently and intuitively uses clarification to deepen client self-awareness and focus the session. Clarifying responses are precise, well-timed, and enhance mutual understanding*
Summarizing	*Summaries are incomplete, inaccurate, or overly brief. May miss key points or distort client messages*	*Provides basic summaries that capture some main ideas but may overlook important details or nuances. Summaries may be somewhat general or repetitive*	*Effectively summarizes key themes, content, and feelings in a clear and concise manner. Summaries help the client organize their thoughts and enhance understandingTiming and delivery support session flow and client engagement*	*Consistently delivers precise and insightful summaries that integrate multiple client messages and emotional content. Summaries facilitate deeper client insight, reinforce progress, and guide the therapeutic process with skillful timing and sensitivity*
Questioning	*Questions are often closed,*	*Uses a mix of open and closed*	*Skillfully uses primarily open-*	*Consistently employs insightful, purposeful,*

	leading, or irrelevant. May interrupt the client's flow or cause confusion. Limited use of open-ended questions. Questions may feel intrusive or disconnected from the client's narrative	*questions but may over-rely on closed or yes/no questions. Questions sometimes lack clarity or focus. Effort is made to explore client issues, though questioning may feel mechanical or unevenly paced*	*ended, clear, and relevant questions that encourage exploration and deepen understanding Questions are well-timed, respectful, and aligned with client goals. Supports client reflection and elaboration*	*and nuanced questions that challenge client thinking and promote deeper self-exploration. Questions are artfully integrated into the session flow and adapted to client readiness, fostering growth and insight*
Advanced Counseling Skills				
Solution-Focused Brief Therapy Techniques	*Struggles to apply SFBT principles; minimal use of scaling, miracle, or exception questions; interventions lack clear future focus.*	*Demonstrates basic understanding of SFBT concepts; uses some solution-focused questions but inconsistently; goals may be vague or counselor-directed.*	*Consistently applies SBT techniques such as scaling, mirable, and exception questions, student-centered goals; maintains a strength-based focus.*	*Skillfully and flexibly integrates SFBT questions and strategies; adapts to client responses with fluidity; fosters deep client ownership of goals and solutions.Skillfully and flexibly integrates SFBT questions and strategies; adapts to client responses with fluidity; fosters deep client ownership of goals and solutions.*
Cognitive Behavioral Therapy Techniques	*Limited understanding of CBT concepts; rarely connects thoughts, feelings, and behaviors; interventions are unfocused or*	*Demonstrates emerging ability to identify cognitive distortions and behavioral patterns; attempts basic cognitive*	*Consistently applies CBT principles to link thoughts, feelings, and behaviors; uses targeted techniques such as thought*	*Seamlessly integrates CBT tools with strong rapport; tailors interventions creatively to developmental level; facilitates measurable cognitive and behavioral change.*

	generic.	*restructuring or skill-building activities.*	*records, behavioral experiments, and coping skills training.*	
Cultural Competence and Humility	*Shows limited awareness of personal biases or cultural factors; may overlook the student's cultural background in counseling.*	*Demonstrates awareness of cultural diversity; makes efforts to consider culture in counseling but application may be inconsistent or superficial.*	*Consistently integrates cultural awareness into case conceptualization and interventions; demonstrates respect, openness, and adaptability.*	*Deeply reflects on personal biases and power dynamics; actively seeks to learn from the student's cultural perspective; advocates for culturally responsive practices within the school context.*

GROUP COUNSELING SKILLS RUBRIC:

Group Counseling Skills	*Emerging (1)*	*Developing (2)*	*Proficient (3)*	*Advanced (4)*
Introduction and Group Purpose	*Lacks clarity or confidence when introducing session purpose. Language may be inappropriate for age group.*	*States the group purpose but with limited clarity or engagement. May need stronger connection to students' experiences.*	*Clearly introduces group purpose in an age-appropriate and engaging manner. Connects to student needs.*	*Purpose is introduced with confidence and warmth, strongly tied to school-based goals and student development.*
Icebreaker activity/Group-Forming Activity	*Icebreaker is missing, unclear, or ineffective in promoting connection.*	*Icebreaker is somewhat engaging but may lack relevance or structure.*	*Icebreaker effectively engages students and builds comfort and connection.*	*Icebreaker is creative, developmentally appropriate, and sets a strong tone for group cohesion.*

Establish Group Norms and Expectations	*Norms are not established, or delivery is ineffective. Students may be unclear on expectations.*	*Basic norms are introduced but not clearly reinforced or co-constructed.*	*Norms are co-created or clearly presented and reinforced, supporting a safe group environment.*	*Norms are introduced in an interactive and student-centered way, with strong reinforcement throughout the session.*
Facilitating the Main Activity	*Activity is disorganized, lacks relevance, or doesn't support the session goal. Minimal student engagement.*	*Activity is somewhat relevant and structured. Some student engagement, but facilitation needs more clarity.*	*Activity is appropriate, well-paced, and effectively supports group goals. Facilitates engagement and interaction.*	*Activity is highly engaging, goal-aligned, and flexibly adapted to students' needs. Facilitates strong peer interaction and reflection. Student's are aware of the goal of the main activity.*
Effective Summary and Closing	*No clear summary or closing. Session ends abruptly or without direction.*	*Closing is present but rushed or vague. Lacks clear takeaway for students.*	*Provides clear summary and structured closing. Encourages reflection and connection to school life.*	*Summary and closing are thoughtful, meaningful, and empower students to apply session insights in school settings.*

During your group sessions, you are expected to demonstrate the following skills:

1. **Introduction and Group Purpose**
   - Clearly introduce yourself and the session focus using developmentally appropriate language.
   - State the purpose of the group in a way that connects with students' needs and school-based goals (e.g., building friendships, managing emotions, improving focus).
   - Provide a brief hypothesis regarding the group's intended impact (e.g., "If students are taught and practice identifying coping strategies, then they will demonstrate increased use of self-regulation skills during class transitions.").

2. **Icebreaker / Group-Forming Activity**
   ○ Lead a brief icebreaker or warm-up activity that encourages connection, comfort, and engagement among students.
   ○ Choose activities appropriate for the age group and purpose of the session (e.g., name games, movement-based or creative check-ins).
   ○ Use informal observation (or a quick pre-check, like a confidence scale or emotion check-in) to gather baseline data on group engagement or emotional readiness.

3. **Establishing Group Norms and Expectations**
   ○ Collaboratively develop simple and clear group norms (e.g., respect, taking turns, confidentiality) with group members.
   ○ Use visual aids or repeat key norms for younger students.
   ○ Emphasize emotional and physical safety within the group setting.
   ○ Record observable behaviors that reflect initial group climate (e.g., participation, cooperation, eye contact).

4. **Facilitating the Main Activity**
   ○ Guide a structured skill-building or process activity related to your group's focus (e.g., identifying feelings, practicing coping skills, role-playing conflict resolution).
   ○ Use materials, visuals, or hands-on tools as needed to support engagement.
   ○ Prompt reflection and participation while attending to group dynamics and pacing.
   ○ Use a Goal Attainment Scale (GAS) or a short data tracking tool (e.g., rating scale, behavior log) to monitor progress.

5. **Effective Summary and Closing**
   ○ Lead a clear summary of the session, revisiting key themes or skills discussed.
   ○ Provide a developmentally appropriate closing activity (e.g., a feelings check-out, drawing/writing reflection, goal setting).
   ○ Relate the session back to students' school experience (e.g., "How might you use this skill during recess or in class?") and prepare them for transitions.
   ○ Gather post-session data, such as self-ratings or brief reflections, to assess short-term impact and inform next steps.

DATA-BASED COUNSELING CASE STUDY RUBRIC (CCTC SPPE 4.2, 4.4):

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations	Points Possible
Background & Referral Reason	Thorough summary includes relevant social, cultural, academic, and environmental factors (e.g., SES, home language, school climate). Referral is clear, specific, and developmentally appropriate	Adequate summary of background and reason for referral. Includes basic contextual information	Brief or limited context provided. May miss relevant environmental or cultural factors.	Missing or vague background; referral reason is unclear or absent	/10
Problem Identification	Clearly defined, observable and measurable problem statement supported by data or behavioral indicators	Problem is observable and mostly measurable, but lacks full specificity	Problem is vague or not behaviorally defined	Problem statement is unclear, missing, or overly general	/10
SMART Goal Development	Goal is fully SMART (specific, measurable, achievable, relevant, time-bound), aligned with referral, ZPD, and client strength areas	Goal meets most SMART criteria; generally appropriate and aligned with referral concern	Goal lacks one or more SMART elements or appears too broad	Goal is unclear, missing, or inappropriate for client's needs or developmental level	/10

Goal Attainment Scale (GAS)	GAS includes 5 clearly described levels (regression to mastery). Anchors are behavioral, objective, and fully aligned to SMART goal. Each goal is rated on a 5-point scale that reflects a continuum of possible outcomes: 0 reflects baseline/target, etc, +1 reflects more than expected outcome, -1 reflects less than expected outcome, +2 reflects much more than expected outcome, -2 reflects much less than expected outcome.	GAS includes measurable levels and is mostly aligned to goal	GAS is incomplete or lacks clarity in descriptors	GAS is missing or does not relate to goal achievement	/10
Intervention Techniques & Theoretical Framework	Interventions are grounded in sound theory (e.g., CBT, Solution-Focused, Narrative). Strategies are well-explained, skillfully applied, and matched to client developmental level	Interventions are developmentally appropriate and mostly grounded in counseling theory	Basic techniques used, but application lacks clarity or theoretical basis	No clear techniques or strategies used; lacks alignment with theory or developmental need	/10
Multicultural Responsiveness & Adaptation	Culturally responsive adaptations are clearly integrated. Language, values, and tools are	Some cultural considerations or adaptations are evident	Minimal cultural awareness shown; adaptations are unclear or superficial	No evidence of multicultural awareness or responsiveness	/10

	adapted to honor client background and lived experience				
Data Collection & Progress Monitoring	*Multiple data types (quantitative & qualitative) are collected consistently. Data is well-analyzed and directly informs practice. Midpoint data guides intervention adjustments*	*Data is collected and analyzed. Progress monitoring is used, though analysis may be basic*	*Inconsistent or unclear data collection. Use of data to guide intervention is limited*	*Minimal or no data collected. No connection to decisions or goal progress*	/10
Resiliency & Strengths-Based Focus	*Intervention actively builds protective factors (e.g., coping, self-advocacy, optimism) and leverages client strengths across sessions*	*Resiliency is addressed and strengths are incorporated at several points*	*Limited integration of strengths or resiliency-building*	*Intervention is deficit-focused or lacks reference to resiliency*	/10
Counselor Reflection on Student Outcomes	*Provides a deep, evidence-based reflection that clearly links student progress to intervention goals. Demonstrates critical insight into the effectiveness of the intervention, considers multiple contextual variables (e.g., cultural, developmental, environmental), and thoughtfully discusses implications for*	*Provides a clear reflection on student progress with appropriate reference to data and goal attainment. Links student outcomes to counseling strategies used and acknowledges factors that may have influenced effectiveness. Demonstrates*	*Offers a basic reflection on student progress but lacks depth or clear connection to data. May provide limited analysis of why outcomes occurred or show minimal engagement with contextual or systemic factors. Reflection may be somewhat descriptive or superficial.*	*Fails to meaningfully reflect on student outcomes or misinterprets data. Shows little to no insight into intervention effectiveness, student needs, or counselor impact. Reflection lacks structure, depth, or evidence of self-awareness or professional*	/10

				learning.	
Organization, Clarity, & Presentation	*Report is logically structured, professionally written, and free of significant errors. Visuals, data tables, and citations (if used) are clear and well-formatted*	*Report is mostly clear and organized. Some minor writing or formatting issues*	*Disorganized or unclear in parts. Frequent grammar/formatting issues*	*Disorganized and unprofessional; writing impedes understanding*	/10

You will respond to questions/scenarios in an essay format and submit through Canvas by 12/11 at 7:00 p.m.

COURSE GRADING:

The grade for this three-semester credit course will be based on the performance measures listed below. Work will be submitted via canvas or as instructed. Late work will not be accepted, unless prior approval is granted.

Assignment	Points	Percentage of Total Grade
Counseling Videotape #1	50	12.5%
Counseling Videotape #2	50	12.5%
Group Counseling Facilitation	100	25%
Data-Based Counseling Case Study	100	25%
Final Exam	100	25%

Total	400	100%

Grading Scale: The +/- grade option will be used in this course.

96-100% = A *mastery of the relevant course standards.*
90-94% = A- *mastery of the relevant course standards, with some errors or lacking information.*
86-89% = B+ *above average proficiency of the relevant course standards.*
84-85% = B *satisfactory proficiency of the relevant course standards.*
80-84% = B- *partial proficiency of the relevant course standards.*

EPC 665: Course Outline
The instructor reserves the right to change the order and pacing of lectures and/or activities as appropriate to meet the needs of students.

Date/Week	Class Topics/Activities	Readings	Due
08/28/2025 Week 1	Introduction & Syllabus Review: Counseling Dyad; Orientation & Role of the School-Based Counselor/Psychologist	-Hess et al., Ch. 1-3	
09/04/2025 Week 2	School-Wide Mental Health Programs for Positive School Climate: Promoting Life Skills, Resilience, & Safe Schools; Risk & Protective Factors in Prevention Counseling; Ethical/Legal Issues: Informed Consent, Confidentiality Developmental Interviewing, Resilience mapping, Psychoeducation; Intro to Counseling Theories **Watch Mock Video:** Introduction & Limits to Confidentiality **Discussion Prompt:** "How can school psychologists help build protective factors at each tier (student, classroom, schoolwide)?"	-Murphy Ch. 1-3	
09/11/2025 Week 3	Cognitive Behavioral Counseling (CBT); Reality Therapy & Choice Theory; Promoting Safe Schools Through Interdisciplinary Collaboration; Partnering with Mental Health Professionals & Community Agencies; Intro to Counseling Theories Cont.	-Hess et al., Ch. 4,6,8 -Murphy Ch 5, Appendix A & B	

	Activities/Resources: CBT Worksheet, WDEP Worksheet, Case Scenario Packet, Theory-to-Practice Reflection Tool Group Counseling: Sign-Ups Assigned		
09/18/2025 Week 4	Group Counseling Foundations: Stages of Group Development; Planning and Structuring School-Based Groups; Solution Focused Counseling: Miracle Question, Scaling, Exception-Finding **Activity**: SFBC Walkthrough (Work in Dyads)	-Hess et al., Ch 7, 10, 14 -Murphy Ch. 6	
09/25/2025 Week 5	Group Counseling Foundations: Theory Integration & Case Conceptualization, Problem-Solving Model & Data-Based Decision Making; Integrating Theories (CBT, SFBC, Adlerian) *Group Counseling Activity*	-Hess et al., Ch 10 -Murphy Ch. 6, 12	
10/02/2025 Week 6	Adlerian Counseling; Four Goals of Misbehavior & mistaken beliefs; Adlerian Techniques in Individual and Group Counseling **(CCTC Std. 13, 18-19)** **Discussion Prompt:** "How does belonging influence behavior and motivation in students?" *Group Counseling Activity*	-Hess et al,, Ch 5 -Murphy Ch 2	
10/09/2025 Week 7	Data-Based Counseling Case Study: SMART Goals, GAS, and Monitoring, Progress Monitoring & Program Evaluation; SOAP Note Writing for Counseling Documentation **Instructor Handouts:** SMART Goals Template, Goal Attainment Scale (GAS) rubric, Monitoring Plan Template; Sample SOAP Notes (Instructor-provided) *Group Counseling Activity*	-Hess et al., Ch 7 -Murphy Ch 8	

10/16/2025 Week 8	Data-Based Counseling Case Study: SMART Goals, GAS, and Monitoring, Progress Monitoring & Program Evaluation; SOAP Note Writing for Counseling Documentation **Instructor Handouts:** SMART Goals Template, Goal Attainment Scale (GAS) rubric, Monitoring Plan Template; Sample SOAP Notes (Instructor-provided) *Group Counseling Activity*		
10/23/2025 Week 9	SOAP Note Writing for Counseling Documentation; Continue Case Study Development; SOAP Note Practice SOAP Note Writing Lab: ● Students watch a 5–10 minute mock counseling video ● Individually write a SOAP note ● Peer review for clarity, objectivity, and alignment with the counseling goal *Group Counseling Activity*	-Hess et al., Ch 12,14 Motivational Interviewing see Canvas materials	**VIDEO 1 DUE**
10/30/2025 Week 10	CASP Convention 2025: (October 28-31); No Class	Obtain a copy of your site's official Crisis Response Protocol or ask your site supervisor for access. Read the plan in its entirety. Complete the written reflection on Canvas. **Submit as a Word or PDF document to Canvas. Be prepared to share key findings in class**	

		discussion.	
11/06/2025 Week 11	Crisis Response in Schools; School-Wide Crisis Planning & Response Teams; Individual Student Crisis Counseling & Brief Interventions; Postvention, Safety Planning, & Community Collaboration **Activity:** Crisis Scenario Activity (Small Groups) *Group Counseling Activity*	-Hess et al., Ch 11 -Murphy Ch. 9 -Supplemental: NASP PREPaRE Framework excerpt (Instructor-provided)	
11/13/2025 Week 12	Creating a Continuum of Services; Designing School-Based Services Across Developmental Levels; Identifying Gaps in Services Using Data; Tiered Counseling Strategies: Individual, Small Group, and Universal *Group Counseling Activity*	-Hess et al., Ch 15	
11/20/2025 Week 13	Discuss individual and group counseling cases *Group Counseling Activity*		**VIDEO 2 DUE**
11/27/2025 Week 14	Thanksgiving Holiday-No Class		
12/04/2025 Week 15	**Course & Final Exam Review**		**Data-based Counseling Case Study DUE**
12/11/2025 Week 16	**FINAL EXAM VIA CANVAS**		

SPPE	Introduced	Practiced	Assessed
1.4-1.6			
4.0	p. 5		p. 22-25
4.1	p. 5		
4.2	p. 5	p. 14, 15	p. 22
4.3	p. 5		
4.4	p. 5	p. 14, 15	p. 14-25
8.0	p. 6	p. 7	p. 7
10.0	p. 6		