

ASCA School Counselor Competencies

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

This course will focus on the following ASCA School Counselor Professional Standards & Competencies:

Mindsets	Professional Foundation	Direct and Indirect Student Services	Planning and Assessment
M 1.	B-PF 3, 3.a, 3.b, 3.f, 3.g		
M 2.	B-PF 6		
M 3.	B-PF 7.h		
	B-PF 7		
	B-PF 9.b		
	B-PF 2		

COURSE DESCRIPTION:

This course provides an important overview of the school counseling profession in the United States with an emphasis on the application of ethical and legal processes to current school issues. The course will delve into the basics of ethics, values and morals against the backdrop of school counseling. In addition, important ethical and legal issues will be analyzed such as: informed consent, confidentiality and

Required Assignments and Exams:
The Learning Outcomes are evaluated in the following manner:

Assignments	Max Points	Points earned	Percentage	Grade
Attendance and Classroom Participation	100		10%	
Research Article Critique	100		15%	
Discussion Board / Journals 5 @ 20 points each	100		15%	
In Class Group Activities 5 @20 points each	100		15%	
Personal Ethical Statement Paper (SEA)	100		20%	
Comprehensive Final Exam	100		25%	
<i>Final Grade:</i>				

Attendance/Participation:

Research Article Critique: (6-8 pages total)

You will electronically (electronic library database) locate a recent article from a **peer reviewed professional/academic journal** When conducting your research, look for articles that are specific to school counseling ethics/ethical fdecision-making model/etc. and their application in a school setting. Provide a brief summary of the article (2 or 3 paragraphs). Be sure to critically analyze the contents of the article and provide strengths and weaknesses. A copy of the article must accompany your final paper. APA format is required. Paper must include a title page, abstract page, 3-5 pages of content (including appropriate headings, headers, and page numbers) and a reference page.

Discussion Board / Journals:

Each week, using either of these formats, you will be expected to reflect on the ethics of the presented scenarios, application of what you learned that week and use of the ethical decision making model (when appropriate). (See Rubric)

In Class Group Activities:

The purpose of these weekly group activities is to promote group process, cooperation, and the application of the ethical concepts taught throughout the course.

Personal Ethical Statement Paper: (810 pages total)

ATTENDANCE POLICY:

Wilmington University Policy:

Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-

Responsiveness	Rarely responds to either faculty or classmate contributions in class or online	Poorly engages in dialogue with colleagues during class sessions. Logs onto Bb once or twice a week offers minimal responses to others postings.	Engages in group and class discussion, responding appropriately to others contributions. Logs onto Bb on at least 3 separate occasions during the week and actively engages in discussions.	Actively engages in group and class discussions. Responds to others with both support and critical analysis. Logs onto Bb on at least 4 separate occasions during the week and actively engages in discussion.	Actively, insightfully and creatively engages in group and class discussions. Responds to others with both
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Analysis of Article	All analytical elements are missing.	Poor level of analysis of the article. Shows inadequate level of detail. Analysis is weak of the strengths and weaknesses of the article and reflection is minimal of the personal relevance or meaning of the findings.	Adequate level of analysis of the article. Shows a good level of detail. Presented an analysis of the strengths and weaknesses of the article and a reflection of the personal relevance or meaning of the findings.	Solid level of analysis of the article. Shows a proficient level of detail. Strong analysis of the strengths and weaknesses of the article and reflection of the personal relevance or meaning of the findings.	Superior level of analysis of the article. Shows thoroughness and sophistication. Excellent analysis of the strengths and weaknesses of the article and reflection of the personal relevance or meaning of the findings.
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Wilmington University
MEC 6607 Ethical Issues in School Counseling
In Class Group Activities

Assignment: The purpose of the weekly group activities is to promote group process, cooperation, and the application of the ethical concepts taught throughout the course. Leadership, collaboration and teamwork are critical elements in working with building administration, teachers,

Wilmington University
MEC 6607 Ethical Issues in School Counseling
Personal Ethical Statement Position Paper (SEA)

ASSIGNMENT: As a school counselor, you need to be aware and have the ability to reflect on your own values and beliefs. You will write a personal ethical statement position paper

