

University of San Diego

Pupil Personnel Services: School Counseling Program

The rationale for the School Counselor Preparation Program at USD is based on the School of Leadership and Education Sciences (SOLES) ACE: Academic excellence, Critical inquiry, reflection; community and service; and, Ethics, values and diversity. The “ACE” themes undergird all aspects of the PPS (School Counseling) Program. The program focuses on bridging the gap between theory and practice in counseling and on evidence-based and ethical practice. The program has a strong historic emphasis on leadership and advocacy skills in the planning, delivery, and evaluation of comprehensive programs for school counseling and student support.

Program Design

The Master of Arts in Counseling program is a non-thesis program designed to meet the course and fieldwork requirements of the National Board of Certified Counselors (NBCC) and many state licensing agencies. All candidates complete core counseling courses that meet the eight required curriculum areas specified by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Students also complete a specialization in School Counseling (SCHC). The program requires students to complete a 100-hour School-Based Counseling Practicum and two semesters of fieldwork/internship in a setting related to the student's specialization. The school counseling fieldwork requirement involves completion of 600 hours of fieldwork.

The School Counseling Program is designed as a two-year or three-year cohort model as candidates have the option of a summer or fall start. The program is designed to admit 20-22 candidates per year.

Candidates who successfully complete the University of San Diego Counseling Program are expected to meet the following learning outcomes:

1. Counseling graduates will have developed a strong professional identity as counselors.
2. Counseling graduates will be competent in working and establishing helping relationships with diverse clients.
3. Counseling graduates will demonstrate understanding of the research in the field and employ evidence-based practice in counseling interventions, assessment, and program evaluation.
4. Counseling graduates will use theories and models to guide their professional practice.
5. Counseling graduates practice will understand the relevant laws and standards of professional practice.
6. Counseling graduates will demonstrate an understanding of leadership principles and how they apply to counseling practices.
7. Counseling graduates will demonstrate advocacy for clients and for the profession.
8. Counseling graduates will incorporate the use of technology into their practice.

9. Counseling graduates will experience and understand counseling practices worldwide

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The School Counseling Program requires students to complete:

- 100-hour School-Based Counseling Practicum (COUN 588P)
- Two semesters of school fieldwork (COUN 590). The fieldwork requirement involves completion of 600 hours of fieldwork.

Leadership within the Credential Program

The School Counseling Program is housed within a new, as yet unnamed, department. The department contains three programs: School Counseling; Clinical Mental Health Counseling; Marriage and Family Therapy. Each program has a director who is responsible for leadership of all components of the program. Staffing for the School Counseling Program is included below.

Faculty/Staff	Office	Extension	Email
Gelb, Steve Associate Dean Interim Chair of Department	205-E	4893	sgelb@sandiego.edu
School Counseling Program Faculty			
Rowell, Lonnie Associate Professor School Counseling Program Director	231	4212	lrowell@sandiego.edu
Martin, Ian Assistant Professor	215-E	7612	imartin@sandiego.edu
Nash, Erika Assistant Professor	215-G	4288	enash@sandiego.edu
Counseling Program Support Staff			
Hetherington, Peggy Director of Field Experiences	215-F	8804	peggyh@sandiego.edu
Gallegos, Claire Executive Program Assistant	215-M	7441	cgallegos@sandiego.edu

Communication within the School Counseling Program and with the institution

There are several regular meetings and standing committees that support communication within the credential program, the department and with the institution. Program meetings take place on a monthly basis. University field experience staff—that is, the director of field experiences and School Counseling faculty—meet every other week, and orientations and meetings of program supervisor take place at the beginning and the end of each semester. The latter include clinical instruction faculty and adjuncts, university supervisors, and onsite supervisors

Electronic surveys are used for input from candidates, university supervisors, and school site counselor supervisors at the end of every semester.

Program modifications over the recent three years

Between 2008 and 2011 the program sought and received national accreditation by the Council for Accreditation of Counseling and Related Programs (CACREP). The program also revised its curriculum to meet the 2009 CACREP standards and hired two new tenure track assistant professors in school counseling, Dr. Ian Martin and Dr. Erika Nash. Finally, a great deal of work has occurred around the action research projects required of candidates. Following a review faculty revised the sequence of assignments tied to action research projects, fieldwork, and school counseling specialization courses, and decided to shift candidates' capstone assessment from a written comprehensive exams to an action research project. This shift also led to a revision of the rubric for evaluating action research projects.

Course of Study

The School Counseling Specialization requires 48 units of course work (core and specialization units). Candidates in this specialization are trained to be school counselors in elementary, middle school/junior high and high school settings or to work with agencies serving K-12 children and their families. Students have knowledge and skills in student advocacy as well as in the design, implementation, and evaluation of comprehensive, results-based guidance and counseling programs. The School Counseling Specialization stresses the development of leadership skills in school counseling. The requirements for the California Pupil Personnel Services Credential with emphasis in School Counseling can be met as part of this degree program. The USD School Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Requirements for the M.A. Degree

The course of study based on a core counseling curriculum and specialization courses. The Counseling Core is designed to meet the program requirements recommended by the National Board of Certified Counselors (NBCC).

Course Requirements for School Counseling Specialization

I. Core Courses (30 units)	
COUN 503	Professional Orientation in Counseling (2)

COUN 504	Prepracticum in Counseling Techniques (3)
COUN 505	Lifespan Development (3)
COUN 506	Ethical and Legal Issues in School Counseling (1)
COUN 508	Research Methods in Counseling (3)
COUN 510	Career Development Across the Lifespan (3)
COUN 515	Multicultural Counseling (3)
COUN 520	Counseling Psychology: Theory and Practice (3)
COUN 525	Group Dynamics (3)
COUN 530	Assessment Techniques in Counseling (3)
COUN 588P	School-Based Practicum (3)
II. School Counseling Specialization (18 units)	
COUN 509	Action Research in School Counseling (3)
COUN 518	Organization of Student Support Programs (3)
COUN 536	Counseling Children and Youth (3)
COUN 537	Applied Techniques for Counseling in School Settings (3)
COUN 590F	Fieldwork in School Settings (3); Minimum of 2 semesters required

Prerequisite: The School Counseling Specialization requires completion of a graduate-level or graduate-level equivalent course in Educational Psychology, with an emphasis on cognition and student learning. When taken in SOLES the proper course is EDUC 582 (Psychological Foundations of Education in a Diverse Society).

Candidate Competence

Learning Objectives Differentiated By Knowledge, Skill, Disposition Outcomes

Learning Objective	Knowledge Outcome	Skill Outcome	Disposition Outcome
Counseling graduates will develop strong professional identities as counselors	Candidates demonstrate an understanding of school counseling professional identity	Candidates demonstrate a high degree of skill expressing their professional identity within school counseling training	Candidates highly value professional identity within school counseling practice
Counseling graduates will establish helping relationships with diverse clients	Candidates demonstrate an understanding of helping relationships and their importance within school counseling practice	Candidates demonstrate a high degree of skill establishing helping relationships with clients within their school counseling training	Candidates highly value establishing helping relationships within school counseling practice
Counseling graduates will use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations	Candidates demonstrate an understanding of research and evidence-based practices as they relate to school counseling practice	Candidates demonstrate a high degree of skill using research and evidence-based practices within their school counseling training	Candidates highly value the use of research and evidence-based practices within school counseling practice

Counseling graduates will use theories and models to guide their professional practice	Candidates demonstrate an understanding of theories and models as they relate to school counseling practice	Candidates demonstrate a high degree of skill using theories and models within their school counseling training	Candidates highly value the use of theories and models within school counseling practice
Counseling graduates will abide by relevant ethics, laws and standards of professional practice	Candidates demonstrate an understanding of ethics, laws and standards of school counseling professional practice	Candidates demonstrate a high degree of skill using ethics, laws and standards within their school counseling training	Candidates highly value the contributions of ethics, laws and standards to school counseling practice
Counseling graduates will use leadership principles in their professional practice	Candidates demonstrate an understanding of leadership theories and practices as they relate to school counseling practice	Candidates demonstrate a high degree of skill using leadership principles within their school counseling training	Candidates highly value the contribution of leadership principles to school counseling practices
Counseling graduates will advocate for clients and for their profession	Candidates demonstrate an understanding of various advocacy strategies as they relate to school counseling practice	Candidates demonstrate a high degree of skill using advocacy strategies within their school counseling training	Candidates highly value the contribution of student advocacy to school counseling practice
Counseling graduates will incorporate the use of technology into their practice	Candidates demonstrate an understanding of various technology tools as they relate to school counseling practice	Candidates demonstrate a high degree of skill in using technology within their school counseling training	Candidates highly value the contribution of technology to quality school counseling practice
Counseling graduates will experience and understand counseling practices worldwide	Candidates demonstrate an understanding of various counseling practices worldwide	Candidates demonstrate a high degree of skill using counseling skills in a worldwide context	Candidates highly value the counseling practices worldwide

Assessment of Candidates

The Counseling Program uses nine candidate assessments from the time a candidate begins her or his studies through program completion and entry into the workforce as a professional counselor. The assessments include:

- *Coursework assessments*
- *Clinical Instruction Benchmark Assessment (CIBA)*
- *Fieldwork Readiness Assessment*
- *Practicum Evaluation*
- *First and Second Semester Fieldwork Evaluation*
- *Action Research Project assessment*
- *Exit Survey*
- *Alumni and Employer Survey*

Candidate Assessment Summary – Key Assessments for 2008-2011

Assessment Measures	Description of type of data collected	Data collection process
Clinical Instruction Benchmark Assessment (CIBA)	<ul style="list-style-type: none"> - Papers from prerequisite courses (COUN 503, 506) - Reflective essay on readiness for practicum - Verbal - candidate interview- Confirmation of insurance and certificate of clearance 	<ul style="list-style-type: none"> - Candidate submits required material - Advisor reviews all materials prior to interview with candidate - Interview/Assessment completed by student's advisor - If candidate successfully completes the CIBA, advisor signs approval for practicum
Fieldwork Readiness	<ul style="list-style-type: none"> - Candidate interview 	<ul style="list-style-type: none"> - Advisor meets with candidate after completion of practicum and prior to start of fieldwork - Advisor reviews candidate's practicum self-evaluation and instructor's practicum assessment - Advisor checks with candidate on progress in completing requirements for international experience and completion of course on psychological foundations of learning - Advisor checks with candidate on graduation petition - Advisor reviews projected fieldwork placement - Advisor and candidate discuss candidates' personal development in the program, including personal and interpersonal strengths, professional knowledge, skills the candidate will bring to fieldwork, evidence of candidate's effectiveness in working with clients, the candidate's awareness of areas for future growth as a counselor, and the candidate's sense of self as a reflective practitioner. - The advisor and the candidate engage in goal setting for fieldwork, including professional goals for your field experience, areas of counseling skill the candidate will work on improving during field experience, and the plan for working on those skills.
First Fieldwork Evaluation	<p>Quantitative and qualitative data: Performance evaluation includes numerical rating of each candidate according to CCTC and CACREP standards; evaluation form also includes space for open-ended comments by the fieldwork supervisor</p>	<ul style="list-style-type: none"> - Performance evaluation completed by Fieldwork Site Supervisor at first fieldwork site – end of semester - Evaluation reviewed with candidate

Second Fieldwork Evaluation	(Same as above)	<ul style="list-style-type: none"> - Performance evaluation completed by Fieldwork Site Supervisor at first fieldwork site – end of semester - Evaluation reviewed with candidate
Action Research Project Assessment	<ul style="list-style-type: none"> - Numerical scores and summative assessment comments used in assessment of completed Project Report - Candidate presents a project defense before program faculty - Non-pass initiates verbal and written remediation process with advisor 	<ul style="list-style-type: none"> - Project defense evaluation form completed by three program faculty -Advisor reads and scores completed Project Report - Advisor compiles narrative summary of faculty and alumni feedback and evaluative comments and meets with candidate to review the summary and the final score for the project

Candidates receive information about the assessments in the program through the School Counseling Handbook. The chart above describes how candidates receive feedback on assessments.