The College of Education's Organizing Theme
Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program's Mission Statement
The mission of the Seattle University graduate counseling program is to prepare ethical, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice.

COURSE INFORMATION
Course and Credits: COUN 514, 3.0 Credits
Title: Consultation, Leadership, and Advocacy
Room: Admin 221
Mondays: 4 – 7:22 p.m.
Term: Summer 2009

INSTRUCTOR
Instructor: Chris Wood, PhD, NCC, NCSC
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COURSE MATERIALS

Required readings are posted on Angel.

COURSE DESCRIPTION

Graduate Bulletin Description

A framework for understanding and practicing consultation, leadership, and advocacy skills within K-12 schools.

Course Purpose
This course is designed to train professionals for the demands of 21st century school counseling. School counselors can no longer afford to merely function as only mental health professionals working in the school setting. The well trained school counselor must be able to effectively employ in consultation, advocacy, and leadership skills in order to meet the needs of students. This course is intended to give school counseling students the knowledge and skills to meet the demands of the profession.

COURSE OBJECTIVES

By the end of quarter student will:

1. *Use knowledge of consultation models and technological strategies to assist parents, staff, and administrators regarding students' academic, career, and personal/social development.*
2. *Be able to use advocacy to address institutional and societal barriers that impede on human development.*
3. *Know microlevel and macrolevel advocacy strategies to address social, political and economic barriers that impede on human development.*
4. *Be able to seek and apply for grant funding to improve school counseling programming.*
5. *Understand models of supervision as a method of consulting with colleagues and for serving as a site supervisor of interns.*
6. *Identify leadership styles of administrators subsequently strategize methods for optimizing school counseling programming.*
7. *Understand the role of the school counselor as a leader in education.*

CONTENT AREAS

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:

K.1. Professional Identity:

    g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

K.5. Helping Relationships:

    a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.
    e. a general framework for understanding and practicing. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation.
    f. integration of technological strategies and applications within counseling and consultation processes; and

School Counseling Program Standards:

    A. Foundations of School Counseling:

    4. strategies of leadership designed to enhance the learning environment of schools.

    8. knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development.

B. Contextual Dimensions of School Counseling:

1. advocacy for all students and for effective school counseling programs.

2. coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students.

5. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community.

C. Knowledge and Skills Requirement for School Counselors:

1. Program Development, Implementation and Evaluation.

   f. strategies for seeking and securing alternative funding for program expansion; and

2. Counseling and Guidance.

   c. approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;

   f. constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success.

3. Consultation.

   a. strategies to promote, develop, and enhance effective teamwork within the school and larger community.

   b. theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate.

   c. strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children.

   d. knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.

<u>Washington Administrative Code requirements met</u> [WAC 181-78A-chapter]
iii. Consultation. Studies in this area shall include:
   (A) Methods of enhancing teamwork within the school community; and

(B) Methods of involving parents, teachers, administrators, support staff and community agency personnel.

(x) **Leadership and advocacy:** Certified school counselors support practices and policies that promote academic rigor-skills for learning, living, and working; provide leadership that enhances student academic, career, and personal/social development and advocate for guidance as an integral part of a school's educational system; model practices that help students, parents, teachers, and policy makers understand how curriculum, instruction and assessment can help students see the relationship between effort, performance, and success beyond high school. Certified school counselors help promote understanding of graduation requirements, WASL scores, and development of the high school and beyond plan.

COURSE INSTRUCTIONAL METHODS

The following methods will be used throughout the course: didactic instruction, guided web-based instruction, video, live demonstration, role playing, small group projects, student presentations, and structured group exercises.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

A. Assignments:
1. Advocacy Prep Paper
2. Leadership Paper
3. Reading Question Posting
4. Discussion Board Response
5. Reading Quiz
6. Participation

Advocacy Prep Paper. The Advocacy Prep Paper is intended to help students prepare for advocacy at the individual and systemic levels. The assignments requires students to thoroughly research a specific topic including identifying evidence-based practices to address the topic. A template for writing the paper and a grading scheme are provided on Angel. **Due July 27th**

Leadership Paper. Students will design questions and interview a leader. Using the interview and their personal reflection on their own leadership style, students will write a paper that describes their strategies for optimizing school counseling programming within a school. See grading rubric on Angel. Through class lecture and activities, students will be provided guidance for developing interview questions and conducting the interviews.   **Due August 10th**

Reading Question Posting. Using the Readings Discussion Board posted on Angel, students will post a minimum of one thought provoking and dialogue producing question based on a specific week's assigned reading. The question will be judged on its overall quality, including insight and depth.

Discussion Board Response. Using the Readings Discussion Board posted on Angel, students will post a minimum of one response to a posted question. The posted response will be judged on its overall quality, including insight and depth.

Reading Quiz. There will be one reading quiz given in class at some point during the course.

Participation. Students will be awarded points for consistently high quality participation in class activities and discussions. Occasionally students will be given an 'assignment' or task to complete that is not on the syllabus. These assignments/tasks are not graded individually but are considered a part of the participation points for the course.

B. Grading:

GRADING CRITERIA
** See grading schemes for each assignment (posted on Angel)

GRADING WEIGHT

Assignment	*Points*	*Percentage of total grade*
Advocacy Prep Paper	50	33.3%
Leadership Paper	35	23.3%
Reading Question Post	5	3.3%
Discussion Board Response	10	6.7%
Reading Quiz	10	6.7%
Participation	40	26.7%
Total	*150*	*100%*

GRADING SCALE
     A=94%+; A- = 90-93%; B+ = 87-89%; B = 84-86%; B- = 80-83%; C+ = 77-79%; C = 74-76%; C- = 70-73%; D = 60-69%; F = 59% & below

C. Course Expectations:

     Assignments: Assignments are to be completed and turned in on time. Incomplete work will be returned for no credit. Late work will not be accepted.

     Attendance: Attendance is mandatory. As there are only eight class meeting times, students are expected to attend every class in full.

     Readings: Weekly readings are posted on Angel. Students must complete the weekly readings in advance of the corresponding class time and are expected to come to class with an understanding of the reading(s) and, when appropriate, to engage in meaningful dialogue about the weekly readings.

     Written Work: Written work is to be of graduate level quality. Work that contains multiple grammatical errors (2 or more), lacks clarity, or generally lacks expected quality will be returned to the student for revision and subsequent resubmission. Resubmitted assignments will be graded on the same grading schemes and adjusted to one full grade lower than the total score.

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS

Date	Topics →	CACREP Standard (Topics)	Readings and Assignments →	CACREP Standard (Readings and Assignments)
Class #1 6/22	Introduction to the Course TSCI Stages of Consultation	II.k.1.g II.k.5.a SC: C.3.a. b	Transforming School Counseling pp.148-153. The Counselor in a Changing World pp. 1-8.	II.k.1.g II.k.5.a
Class #2 6/29	Models of Consultation Ethical Peer Consultation	SC: B.2, C.3.a,b	School Counselor as Consultant pp. 115-137. School Counseling for the 21st Century pp. 264-287. Contemporary School Counseling pp. 297-326.	II.k.5.a., e. SC: B.2, C.3.a,b,c,d
Class #3 7/6	Consultation/Supervision Advocacy competencies	II.k.1.g II.k.5.a SC: C.3.a, b	The Professional School Counselor pp. 329-351. School Counselor as Consultant pp. 85-111. Wood & Dixon-Rayle article.	II.k.1.g II.k.5.a SC: B.1, C.3.a, b, c, d
Class #4 7/13	Advocacy in Action Advocacy & External Funding Guest Speaker: Advocacy Project	II.k.1.g, k.5.f SC: B.5, C.1.f, C.2.c	Ratts & Hutchins article. Crethar, Ch. 11 Brown & Trusty, Ch. 10.	II.k.1.g SC: B.1. 5
Class #5 7/20	Strengths Based School Counseling & Resilience: Converging Advocacy & Consultation	II.k.1.g SC: A.8, B.1 C.2.f, C.3.c	Resiliency pp. 43-88. The School Counselor & Family Partnership, pp. 269-283. Youth at Risk pp. 35-65.	II.k.1.g SC: A.8, B.1 C.2.f, C.3.c
Class #6 7/27	School Counseling Programs: Overview/Review Leadership Styles	SC: A.4, C.3.d	Models: pp. 78-106. Dollarhide article. *Due: Advocacy Prep Paper*	SC: A.4, C.3.d
Class #7 8/3	Leading a Program within an Organization Evaluation, Leadership, & Program Advocacy	II.k.5.f SC: A.4, B.5, C.3.a	Management & leadership skills pp. 227-263. School Counselor & Program Leadership pp. 53-83. Amatea & Clark article.	SC: A.4, C.3.d
Class #8 8/10	Leadership, Advocacy, Consultation & Sanity: Balancing School Counselor Demands & Roles Research in School Counseling	SC: A.4, C.3.d	Handbook of School Counseling, pp. 751-764. The Counselor in a Changing World, pp. 139-159. *Due: Leadership Paper - 8/12*	SC: C.3.d

ACADEMIC ASSISTANCE

For additional help in understanding the material for this course or guidance in developing more sophisticated approaches to research, writing and learning, please consider using the various resources provided by the following:

- **Learning Center**
  Loyola 100, www.seattleu.edu/SAS/LA
  peer-tutoring, individual learning consultations, or study strategy workshops
- **Writing Center**
  Engineering 307, www.seattleu.edu/writingcenter/
  Peer assistance with any phase of a writing project
- **Math Lab**
  Engineering 300, www.seattleu.edu/scieng/math/mathlab.asp
  Drop-in help with mathematics homework and test preparation
- **Reference librarians**
  Library 2nd floor, www.seatleu.edu/lemlib/AboutLibrary/Reference.htm assistance with
  Locating and evaluating information resources
  These services are offered at no additional cost to Seattle University students.

NOTICE to STUDENTS concerning DISABILITIES

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University's ACADEMIC HONESTY POLICY that includes the issue of plagiarism.

Seattle University's ACADEMIC HONESTY POLICY which includes the issue of plagiarism
The Academic Honesty Policy of the university is available from the Registrar's web site at the following URL:
http://www.seattleu.edu/registrar/filelib/3451.pdf

NOTICE TO STUDENTS concerning CODES OF ETHICS

All students, in all counseling courses, are expected to read, understand, and follow the code of ethics of the American Counseling Association:
  www.counseling.org/resources/ethics.htm

School counseling students are also expected to read, understand, and follow the code of ethics of the American School Counselor Association
  www.schoolcounselor.org/library/ethics.pdf

Grading Grievance – Procedure for Challenging Course Grades (REQUIRED)
This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade.

A copy of this grading grievance policy and procedure document can be found at the following URL:

http://www.seattleu.edu/registrar/page.aspx?ID=194

References

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