The Counseling Program Mission
To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

COURSE INFORMATION
Course and Credits: COUN 5140, 3 credits
Course Title: Consultation, Leadership, & Advocacy
Class sessions: Thursdays, 4:00-7:25 pm
Location: PIGT 305
Term: Summer, 2016

COURSE INSTRUCTOR
Instructor: Arie T. Greenleaf, PhD
Office hours: By Appointment
Phone: 319.541.8987 (Cell)
Email: greenleaf@seattleu.edu

* This syllabus is tentative and is subject to change.

COURSE MATERIALS
Articles as assigned by instructor.

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. 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. Provides an overview of consultation, leadership, and advocacy theories and models, with emphasis on their use and application in school settings.

COURSE OBJECTIVES
Upon successful completion of this course, you will:
- Use knowledge of consultation models and technological strategies to assist parents, staff, and administrators regarding students' academic, career, and personal/social development.
- Be able to use advocacy to address institutional and societal barriers that impede on human development.
- Know microlevel and macrolevel advocacy strategies to address social, political and economic barriers that impede on human development.
- Be able to seek and apply for grant funding to improve school counseling programming.
- Understand models of supervision as a method of consulting with colleagues and for serving as a site supervisor of interns.
- Identify leadership styles of administrators subsequently strategize methods for optimizing school
counseling programming.
  o Understand the role of the school counselor as a leader in education.

CONTENT AREAS

1. CACREP Standards:
2. SOCIAL AND CULTURAL DIVERSITY
   a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
   c. multicultural counseling competencies
   f. help-seeking behaviors of diverse clients

5. COUNSELING AND HELPING RELATIONSHIPS
   c. theories, models, and strategies for understanding and practicing consultation
   k. strategies to promote client understanding of and access to a variety of community-based resources

SEC. 5 SCHOOL COUNSELING

1. FOUNDATIONS
   d. models of school-based collaboration and consultation

2. CONTEXTUAL DIMENSIONS
   a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
   b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
   d. school counselor roles in school leadership and multidisciplinary teams
   f. competencies to advocate for school counseling roles
   j. qualities and styles of effective leadership in schools
   k. community resources and referral sources

3. PRACTICE
   c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
   d. interventions to promote academic development

Washington Administrative Code requirements met [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.

COURSE INSTRUCTIONAL METHODS

This course is designed to include a variety of methods that appeal to different learning styles. The instructional methods in this class will include and integrate kinesthetic, audio and visual learning activities, live demonstration, role playing, small group projects, student presentations, and structured group exercises.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

a) Class Attendance and Participation (20 points): This course is organized around the idea of a ‘learning community’, which means that each student’s contributions to our collective learning are as important as her or his individual projects. These contributions to the whole usually show up as ‘participation’, but they also depend on background research outside of class, careful preparation for class discussion, and willingness to foster dialogue during class. I evaluate this participation roughly in a range from low (just showing up – 10 pts), medium (showing up and contributing something relevant or meaningful sometimes – 15 pts) to high (showing up and contributing something relevant and meaningful often – most classes –
20 pts). You are expected to attend every class; missing two classes will result in a failing grade in this course.

b) **Reading Reflections (25 points):** Readings are required. You are expected to come to class prepared to discuss the reading for the week. After reading each book chapter and article, you are to:

- Write one question, comment, or argument for each chapter and assigned article from your reading that you would like to have discussed in class. Display in your reflection that you have thoroughly read and reflected on the text.
- Your reflections on the readings are intended to offer you an opportunity to discuss in class the content of the readings that you found most provocative, challenging, or useful (e.g., what stirred your imagination or challenged your assumptions; what surprised you?)
- Your reflections are also your opportunity to find the answers to questions raised by the readings. That is, if there is something you do not fully understand or are curious about, create a question to be discussed in class. Questions, however, should not be simplistic or easily answered by the readings.
- Your writing will be assessed according to the reading reflection rubric below.
- One additional extra point will be awarded if all reading reflections are posted to Canvas on time.

c) **Online Forum Discussions (30 points):** We will have two online classes at the beginning of the term. Your reading reflections for these weeks will serve as the basis for our online discussions. For these classes, you are to:

- Choose one of the questions, comments, or arguments from your reading reflections for that week (the full number of reading reflections should be turned in on Canvas before Wednesday at midnight) and post it to Canvas by Wednesday at Noon.
- You must respond to at least two other posts by Sunday at Midnight.
- The grading rubric for online forum discussions is below.
- CACREP Standards: 1c, 3g, 5m, 7c, 7d

d) **Advocacy Paper (30 points):** The Advocacy Paper is intended to help students prepare for advocacy at the individual and systemic levels. The assignment requires students to thoroughly research a specific topic or issue and identifying evidence-based practices to address the it. A rubric will be provided.

- Description: (Describe the nature of the topic or issue. Why is it important for school counselors to know about this issue? Who is most likely to be affected by the phenomena?)
- Essential facts: (In bulleted or outline format, list the important facts/considerations)
- Assessing Student Needs: (Describe how you would determine if this topic/issue is a student need within your school population)
- Best practice: (Detail what are the evidence-based practices for the topic/issue)
- Example interventions: (Describe example interventions at the student, school/community, and public arena levels, if applicable)
- External Funding: (List a minimum of 2 sources for external funding relative to this topic)
- Resources: (List some available resources to assist with this problem)
- References: (List the references utilized for this assignment)

e) **Advocacy Presentation (30 points):** The Advocacy Presentation is intended as an opportunity for students to share their Advocacy research and demonstrate/practice the ability to address an audience group in an effort to advocate for students. The presentation will cover the information included in the Advocacy Paper. The presentation will be peer/instructor assessed and graded based on a provided rubric.

f) **Consultation/Collaboration Case Example (30 points):** This 2-part assignment is designed to meet CACREP knowledge and skill outcomes.

The following 2-part Consultation/Collaboration Case Example requires that you choose a consultation model and apply it to a hypothetical scenario. The primary rationale of this assignment is that you have an
opportunity to practically apply a consultation model to a consultation-related scenario that you may encounter in your future as a professional school counselor. The 2 parts of the assignment include creating a hypothetical scenario and applying a consultation model and intervention plan.

- **Part 1: Scenario (10 points):**

Instructions: Create a hypothetical consultation/collaboration-related scenario that you anticipate experiencing in your future as a professional school counselor. First, consider which consultation model you will apply to your problem scenario. Then write a detailed and specific case example that will be the basis for your consultation/collaboration intervention (approximately 1-2 pages).

- **Part 2: Model Application and Intervention Plan (30 points)**

Instructions: Building upon Part 1, you will now apply your chosen consultation/collaboration model to your hypothetical scenario by creating a model-based intervention plan. The content of this plan will depend on your scenario and your chosen consultation/collaboration model, and should include a thorough and detailed explanation of the model’s application. You are at liberty to create a whopper of a story when explaining the scenario and the step-by-step application of your consultation model! Cite within your paper a minimum of 3 sources used to inform your model application and intervention. Your sources may include our textbook and 2 additional journal articles or books; these must reference your selected consultation model. This 2 to 4-page paper should be written in first person; imagine explaining in detail to your principal or a parent how you intervened via consultation or collaboration to address the problem outlined in your scenario. It’s a story!

Your model application and intervention plan should outline in detail the steps by which you consulted or collaborated with the consultee or collaborator to address the issue. For example, using the Individual Psychology Approach to School Counselor Consultation Model, you would include a step-by-step explanation, with narrative from the actors, including yourself, outlining the process of consultation from beginning to end:

a. Before the Consultation: (a) Ask why and briefly explain the process; (b) gather background information; and (c) think about possible solutions and plan for the consultation meeting.

b. During the Consultation: (a) Provide structure, (b) start with positives/strengths, (c) guide with five questions, (d) fill in gaps, (e) clarify goal of behavior, (f) provide encouragement, and (g) build a plan.

c. After the Consultation: Follow-through, follow-up, and troubleshooting or coaching.

The final product should tell a complete story of how you used your selected consultation or collaboration model to work with another individual or group to help a student or students at need. You are free to embellish your story with backstory and imaginative narratives! (Approximately 5+ pages)

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**GRADING CRITERIA**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>20</td>
</tr>
<tr>
<td>Reading Reflections</td>
<td>25</td>
</tr>
<tr>
<td>Online Forum Discussion</td>
<td>30</td>
</tr>
<tr>
<td>Advocacy Paper</td>
<td>30</td>
</tr>
<tr>
<td>Advocacy Presentation</td>
<td>30</td>
</tr>
<tr>
<td>Consultation Case Example</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>175</strong></td>
</tr>
</tbody>
</table>

**GRADING SCALE**

The final grades will be given based on the following percentages of points earned:
Acceptable grades for graduate studies are A's or B's. Students must maintain a 3.0 GPA to remain in good academic standing. If a student's cumulative GPA falls below a 3.0, the student is placed on academic probation. If the student remains on academic probation for more than three quarters, the student will be dismissed from the University by the Dean of the College of Education.

Regular Letter Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
<td>D</td>
<td>64-66%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
<td>D-</td>
<td>60-63%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

PARTICIPATION, ATTENDANCE, & LATE WORK

You are a graduate student are training to be a professional counselor. The faculty will evaluate your readiness to enter the profession through your interactions in the program during your time with us. As such, you will need to demonstrate your professionalism and ability to attend to career responsibilities to program faculty. These qualities are demonstrated, in part, through your attendance and participation in class sessions.

Participation and attendance constitute a portion of your class grades. Attendance means arriving for class on time, staying for the duration of the class, and remaining focused on the class during each class session. Participation means preparing for class by reading the required texts/materials, entering into class discussions with informed and relevant comments/questions, and participating in class activities.

A student who rarely or never participates in class discussions or activities may receive a grade reduction despite attendance. Missing two classes may result in a failing grade in this course.

Late work is not acceptable in the class except for in extreme circumstances. You will receive a 50% grade reduction for each day an assignment is late.

CELL PHONE AND COMPUTER USAGE POLICY

Cell phones are expected to be silenced during class and activity time. No phone usage, including texting, is acceptable during class time. Period. Participation grades will be impacted by cell phone use. If you are in an emergency situation and need to use your cell phone during class time, please let me know immediately and I’ll excuse you from class. This demonstrates respect for your classmates, the instructor, and the learning environment. You are welcome to bring computers to class to assist you in taking notes for class and extending your learning. Using your computer for other tasks (Facebook, email, etc.) during class is disrespectful to your classmates and to the instructor. Please use computers only for appropriate class-related tasks. Participation grades will be impacted by inappropriate computer use.
**SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS:** The following is an approximate guide to this course. Some variations may occur as a function of (a) our being either slightly behind or slightly ahead of a listed topic for a given date, (b) additional readings to be announced during the course, and (c) the needs of the students.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics →</th>
<th>CACREP Standard (Topics)</th>
<th>Readings and Assignments →</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class #1</td>
<td>Welcome &amp; Introductions Course Overview/Syllabus</td>
<td>II.k.1.g II.k.5.a SC: C.3.a, b</td>
<td>*Individual Psychology Approach to School Counselor Consultation *School Consultation Using Individual Psychology *Consultation, Collaboration, and Parent Involvement (ppt/lecture, slides 1-27)</td>
<td></td>
</tr>
<tr>
<td>Class #2 Online</td>
<td>School Counselor Consultation: The Individual Psychology Model</td>
<td>SC: B.2, C.3.a,b</td>
<td>*ACA advocacy competencies: Social justice advocacy at the client/student level * A social justice approach to school counseling *Ecological psychology: Potential contributions to social justice and advocacy in school settings</td>
<td></td>
</tr>
<tr>
<td>Class #4</td>
<td>Consultation Models</td>
<td></td>
<td></td>
<td>Advocacy Paper &amp; Presentation</td>
</tr>
</tbody>
</table>
| Class #6 | School Counseling Collaboration/Shared Leadership in Schools | Restorative justice and school discipline | *Shared leadership model for 21st Century schools*  
*Social justice collaboration in schools*  
*A model for building school-family-community partnerships* | Advocacy Paper & Presentation |
|---|---|---|---|---|
| Class #7 | Leadership Styles | *Nice-counselor syndrome*  
*Counselors can be assertive* | Advocacy Paper & Presentation |

**ONLINE DISCUSSION**

**What is an Online Discussion?**

- An online discussion is similar to an email conversation with some important differences.
- An online discussion can involve a number of participants, such as a group or the entire class.
- All messages stay posted in the discussion area for participants to read and re-read at any time.
- An online discussion can last for a week or longer.

If you are new to online discussions, you will find them as rigorous as any on-campus classroom discussion. The purpose of a discussion is to dialogue as a means of learning. In this course, two classes will be conducted in online discussions.

**Guidelines for Participating in an Online Discussion:**

- Use a person's name when you reply to a message, and add your name at the bottom of your message. It helps us to know is speaking and who is being spoken to.
- Change the subject line when you introduce a new topic. The value of this tip will become apparent as the number of messages grows.
- Reinforce each other's ideas with comments such as "Good Point" or "I agree" or "Thanks for the comments." (These comments won’t add to your grade, but they are nice to hear!)
- Avoid angry or rude comments. The use of objectionable, sexist, or racist language is not acceptable.
- Use emoticons to communicate humor and other forms of self-expression.

**ONLINE FORUM DISCUSSION RUBRIC**
<table>
<thead>
<tr>
<th><strong>Substance</strong>- Explores, explains, expands upon issue being discussed. Applies relevant course materials.</th>
<th><strong>Beginning (0)</strong></th>
<th><strong>Developing (1)</strong></th>
<th><strong>Accomplished (2)</strong></th>
<th><strong>Exemplary (3)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very unclear that relevant information was understood by incorporation into postings. Does not explain relevant course concepts, theories, or materials.</td>
<td>Somewhat unclear that relevant information was understood by incorporation into postings. Applies relevant course concepts, theories, or materials.</td>
<td>Somewhat clear that relevant information from the readings was understood by</td>
<td>Very clear that relevant information was understood by incorporation into postings. Analyzes course concepts, theories or materials correctly, using examples or supporting evidence from required readings.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Collaboration</strong>- Collaborates with fellow learners, relating the discussion to course concepts</th>
<th><strong>Beginning (0)</strong></th>
<th><strong>Developing (1)</strong></th>
<th><strong>Accomplished (2)</strong></th>
<th><strong>Exemplary (3)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>No new ideas or insight added to the discussion. No questions asked. Reiterated peer’s thoughts.</td>
<td>Provided one new idea or item to the discussion. No additional insight. Reiterated some of peer’s thoughts.</td>
<td>Provided a few new ideas and information to the discussion. Provided some additional insight. No questions asked.</td>
<td>Added several innovative ideas and information to the discussion. Provided considerable additional insight. Asked relevant questions to classmates.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Posting timeliness</strong>- Submits initial posts and responses according to assignment timelines</th>
<th><strong>Beginning (0)</strong></th>
<th><strong>Developing (1)</strong></th>
<th><strong>Accomplished (2)</strong></th>
<th><strong>Exemplary (3)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial submission more than one day late. Responses to classmates do not meet posting deadline, or are not submitted.</td>
<td>Initial submission one day later than deadline. Responses to classmates do not meet posting deadline.</td>
<td>Initial submission meets posting deadline. Responses to classmates do not meet posting deadline.</td>
<td>Initial submission and responses meet posting deadlines.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Posting quantity</strong>- Quantity of Forum contributions</th>
<th><strong>Beginning (0)</strong></th>
<th><strong>Developing (1)</strong></th>
<th><strong>Accomplished (2)</strong></th>
<th><strong>Exemplary (3)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>No posts</td>
<td>Original posting only.</td>
<td>Fewer than the minimum number of required postings (original post and at least two replies, unless otherwise defined) OR posts do not meet minimum word requirements.</td>
<td>Minimum number of postings (original post and replies) that follow all word requirements.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Writing mechanics and format</strong>- Adherence to academic spelling and grammar conventions and APA style</th>
<th><strong>Beginning (0)</strong></th>
<th><strong>Developing (1)</strong></th>
<th><strong>Accomplished (2)</strong></th>
<th><strong>Exemplary (3)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 7, but more than 5, spelling, punctuation or grammar errors. Not APA format</td>
<td>Between 2 and 5 spelling, punctuation or grammar errors and/or errors in APA formatting</td>
<td>Fewer than 2 spelling, punctuation or grammar errors and/or errors in APA formatting</td>
<td>No spelling, punctuation or grammar errors and follows APA style formatting</td>
<td></td>
</tr>
</tbody>
</table>

*Possible 15 points*
| **understood** by incorporation into questions/comments/arguments. Does not explain relevant course concepts, theories, or materials. | **the readings** was understood by incorporation into questions/comments/arguments. Explains relevant course concepts, theories, or materials; uses examples or supporting evidence from required readings. | **incorporation into questions/comments/arguments. Applies relevant course concepts, theories** correctly but lacks sophistication or critical analysis; uses examples or supporting evidence from required readings. | **by incorporation into questions/comments/arguments. Sophisticated analysis and/or application of course concepts, theories or materials; uses examples or supporting evidence from required readings.** |

*A mean score will be determined from the composite score.*

*Example: If two out of three reflections are Exemplary (4 points X 2 = 8) and one is Accomplished (3 points) your composite score is 11 points. A mean will be calculated from the total score: 11 points divided by 3 reflections = 3.66, and rounded to the nearest half = 3.5 (mean scores will be rounded to the nearest half or full point).*

**STUDENT ACADEMIC RESOURCES**

*Lemieux Library and McGoldrick Learning Commons* (including such resources as: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab) can be accessed on the internet at: [http://www.seattleu.edu/learningcommons](http://www.seattleu.edu/learningcommons)

*Academic Integrity Tutorial:* accessible both on ANGEL and on SUONLINE in the Student Menu using the following hotlink: [Academic Integrity Tutorial](https://www.seattleu.edu/academicintegrity) which contains the URL: [http://www.seattleu.edu/academicintegrity](http://www.seattleu.edu/academicintegrity)

**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.*

**ACADEMIC INTEGRITY POLICY**

The Academic Integrity policy and procedures (academic honesty) of the university define what the university considers academic dishonesty, what penalties can be imposed for violations of academic integrity, and the appeal process if a student is found to have violated academic integrity. The Academic Integrity policy and procedures can be downloaded at the following URL:


**ACADEMIC GRADING GREIVANCE**

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade. The academic grading grievance policy and procedure document can downloaded using the following URL:


**PROFESSIONAL CONDUCT POLICY**

9
The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate. The Professional Conduct policy can be downloaded at the following URL:

https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78690

RUBRIC FOR ACCEPTABLE READING REFLECTION

For Questions, Comments or Arguments regarding the readings:

1. List your three items.
2. Display your thought processes for each item.
   
a. If you have a question, please link it to information you already possess, so as to elaborate your reason for asking.

   [Example: “I have always found it useful when people who know more than I do offer me good advice. Why does the reading state that as counselors, we are not to give advice?”]

b. If you have a comment, please state it clearly and quote the section of the reading to which you are responding.

   [Example: “In the section on the Dodo Bird Effect, which Lewis Carroll states that “Everybody has won, and all must have prizes”, I was thinking that it might be better to have a firm sense of my approach to clients, rather than accept the idea that any old theory will do.”]

c. If you have an argument, state the idea that you are responding to in the reading, and build a case for your position.

   [Example: “Cognitive Behavioral approaches, such as REBT, seem to suggest that clients’ faulty thinking must be disputed or “annihilated.” I think that this approach would only serve to make clients more defensive. The Rogerian approach of accepting the client’s world view seems to allow the client the freedom to gain insight into their own thoughts.”]