The College of Education's Conceptual Framework

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.

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| COURSE INFORMATIONCourse and Credits: COUN 5140, 3 creditsCourse Title: Consultation, Leadership, & AdvocacyClass sessions: Thursdays, 4:00-7:25 pmLocation: OnlineTerm: Summer 2022 | COURSE INSTRUCTORInstructor: Office hours: Phone: Email:  |

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 and collaboration models to assist parents, staff, administrators, and others vested in the lives of students to improve their academic, career, personal, and social development.
* Be able to use advocacy to address individual, group, institutional and societal barriers that impede students’ development.
* Understand the role of the school counselor as a leader in education.
* Use knowledge of different leadership styles to be an effective leader in the school.

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

**Class Attendance and Participation (15 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 just showing up and to contributing something relevant or meaningful in most classes. You are expected to attend every class; missing two classes will result in a failing grade in this course.

**Reading Reflections (21 points):**  The purpose of the reading reflections is to assist the development of your insight into your future professional practice as a counselor and identify areas that are sensitive or potential barriers to working with clients. Your reflections on the readings also 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?).

* + Write one question, comment, or argument (for each chapter and assigned article) that occur to you during your reading that you would like to have discussed in class. Display thoroughly that you have read and understood the text.
	+ 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, e.g., What does the acronym L.U.V. stand for? What is emotional intelligence? These questions are easily answered in the text.
	+ Your writing will be assessed according to the reading reflection rubric below. Examples of strong reading reflections are posted on Canvas in the Files tab. Please read through these before writing and turning in your first reflection.
	+ These responses are to be turned in on Canvas prior to class each week at 4pm Thursday.

**Ted Talk Discussion: How Great Leaders Inspire Action: (5 points):** Following the two prompt questions listed below, share your candid thoughts and reactions to the video in Canvas Discussion. Students are required to share three posts: an original post and two responses to your classmates’.

* What is your ‘why?’ for being a school counselor?
* How can school counselors be great leaders?

**Discussion: Response to Professor’s Questions:** Share your candid, insightful, and critically well-reasoned answers to questions posed by the professor in the Discussion. Required are your original answers and two responses to classmate’s. Five of the best original answers will win accolades and prizes.

**Advocacy Project (60 points):** The capstone assignment for this course is the Advocacy Project. In teams of four, you will work together to create an intervention to address an equity issue experienced by a particular student population at ‘your’ school. It is up to the group to select the school. Examples of student populations include: ELL students, students on free and reduced lunch, LGBTIQ youth, students failing courses, students with disabilities, religious minorities, homeless students, etc.

This is a three-part assignment:

* Part I of the assignment requires using data to design and ‘deliver’ a needs assessment to students.
* Part II of the assignment requires developing an intervention based on the problem data.
* Part III of the assignment requires developing a presentation about the advocacy project.

**Part I: Use Data to Describe the Problem and Develop a Needs Assessment (20 points)**

Describe the Problem Using Data: Describe an equity issue at your school using your needs assessment as a foundation, essentially establishing a quantitative definition of the problem.

Use school data (fabricated by your group; create the data on a Word doc or Excel spreadsheet) to develop the needs assessment:

A. Review School Data:

* Achievement data (GPA, state test scores)
* Achievement-related data (attendance, detention)
* School climate survey data
* Demographic data (race, gender, SPED status, ELL status, free/reduced lunch)
* National data and research on the issue

B. Analyze School Data by asking:

* Analysis: What patterns emerge from the data? What does the data suggest?
* Students Impacted: Identify what student groups are impacted based on the data?
* Identify the Equity Issue: What is the equity issue based on the data reviewed?

C. Develop a Needs Assessment Based on Your Analysis of the School Data.

* The needs assessment should include: 1. Address one of the following student domains:
	+ Academic (e.g. study skills, lack of motivation, attendance, etc.)
	+ Career (e.g. career interests and decision making, college choice, etc.)
	+ Personal/social issue (e.g. bullying, heterosexism, racism, etc.).

2. Once you have identified the student domain (academic, career, and/or personal/social issue), create questions that examine students’ affect, behavior, and/or cognition (ABC’s):

* + Affect: What do we want students to believe or value? (e.g., addressing student motivation; tolerance)
	+ Behavior: What do we want students to be able to do? (e.g., increasing student attendance; study skills)
	+ Cognition: What do we want students to know? (e.g., all students will know about post-secondary options; school resources, e.g., counseling services)

3. Create 8-15 Likert questions to use in the needs assessment. Use a combination of multiple choice and true/false items. Make sure the questions on the needs assessment are developmentally appropriate and that they will provide the data needed to further

understand the issue.

4. Include demographic information that you will collect in the need assessment such as

race/ethnicity, gender, age, grade level, free and reduced lunch, sexual orientation, etc. The demographic information should be on page 1 of the need assessment. Identify the ideal number of students required to take the needs assessment. The first page of the need assessment should also include directions for those taking it.

\*Example: Low eighth grade math scores on state achievement test among Native American students at Riverdale Middle School.

C. Evaluate the result of the needs assessment.

* What does the data reveal? What patterns emerge from the data?
* Identify the issue you will address based on results obtained from the needs assessment.
* Examples: providing gym clothes for students, lowering truancy rates among a particular group of students, running an anti-bullying program, addressing generational poverty, helping students develop a Gay-Straight Alliance, addressing a racial/ethnic tension in the school, etc.).

**Part II: Using Data to Identify the Advocacy Intervention (20 points)**

1. Select Advocacy Intervention(s): Based on the results of the need assessment select specific targets for intervention. Example: Implement Student Success Skills Curriculum; facilitate an 8-week group on study skills; creating a “growth mindset” among school staff; mentoring groups for 9th graders; life-long learning skills curriculum guidance unit for Junior and Seniors; creating a school staff training on ways to support transgender students.
2. Evaluating Interventions: The process of collecting and analyzing outcome data is just as important as the intervention itself. Identify ways to evaluate the effectiveness of your intervention. This can be done through a pre-post survey or other measures.

Example: Measure student learning, homework completion, math class performance, and scores on state achievement test; attendance or graduation rates; climate survey; subjective ratings of stress and wellness; school connectedness; etc.

**Part III: Presentation of Advocacy Project (20 points)**

Presentation: Your group will present your Advocacy Project to the class individually in Zoom breakout rooms. The presentation can be shared through PowerPoint, Prezi, or another format of your group’s choosing.

Include the following in your presentation:

1. What was the population and issue or barrier addressed?

2. What data did you collect to identify the issue or barrier?

3. What were the results of the need assessment?

4. What was your advocacy intervention(s)?

5. What way did you assess the overall effectiveness of your intervention?

6. What barriers, or potential risks, do you think you might experience as a result of your advocacy efforts?

7. What are possible solutions to navigating these barriers and/or risks?

8. Provide References section that includes a list of scholarly resources.

9. Provide a blank handout (electronic or hard copy) of your needs assessment to everyone in the class.

\*Online discussion among group members: The weeks that class are online, the Advocacy Project Group will work together via Canvas Discussion to discuss and coordinate their efforts to fulfill the requirements of the Advocacy Project assignment.

**Consultation/Collaboration Case Example (20 points):** This 2-part assignment requires that you choose a consultation model and apply it to a hypothetical scenario. The purpose of this assignment is to provide an opportunity to practically apply a consultation model to a consultation/collaboration scenario that you are likely to encounter in your future as a school counselor. The 2 parts of the assignment include creating a hypothetical case scenario and applying a consultation model and intervention plan.

* Part 1: Scenario):

Instructions: Create a hypothetical consultation/collaboration-related scenario that you anticipate experiencing in your future as a school counselor. 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 page).

* Part 2: Model Application and Intervention Plan

Instructions: Building upon Part 1, 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. 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/dialogue from the actors, including yourself, outlining the process of consultation from beginning to end:
	+ 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.
	+ 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.
	+ 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 an another individual or group to help a student(s) at need. You are free to embellish your story with backstory and imaginative narratives! (Approximately 5+ pages)

**Book Group Discussions (40 points):**

* Book Group Discussions: In groups of four, students will select a book of their collective choosing that no one in the group has read before. The focus of the book should help the students in some way to become better school counselors. Usingthe questions below, groups will thoughtfully consider how the book helps to better understand and inform your position as a school counselor in the role of consultant, leader, educator, and advocate.
* Book Group Discussion Questions: 1. What have been the most interesting ‘discoveries’ you’ve made in the book so far?

2. What were the most original ideas in the chapter(s)?

3. What was a little confusing or complicated about the material?

4. What are the implications of this book for the practice of school counseling? *Specifically, as a consultant, leader, and advocate?*

5. What are some of your assumptions that have been challenged by this chapter(s)?

6. What affect has this chapter(s) had on your ideas about supporting students, serving as a leader in the school, advocating for system changes, helping students make academic or career decisions, or exploring with students how to overcome obstacles?

7. What affect did this book have on your preferred counseling theory(s) and how you think about applying it with students?

* Summary Report: During each book discussion one student should take notes, highlighting the discussion points. Turn in the summary report on Canvas in Assignments. These will each be worth 10 points.

GRADING CRITERIA

 Class Attendance and Participation 15 points

 Reading Reflections 21 points

 Ted Talk Discussion 5 points

 Response to Professor’s Q’s x 2 10 points

 Advocacy Project 60 points

 Consultation Case Example 20 points

 Book Group Discussion 40 points

 171 points

GRADING SCALE

The final grades will be given based on the following percentages of points earned:

A 94-100% C 74-76%

A- 90-93% C- 70-73%

B+ 87-89% D+ 67-69%

B 84-86% D 64-66%

B- 80-83% D- 60-63%

C+ 77-79% F 0-59%

LATE WORK

The late assignment will lose 25% of it’s grade each day it is late.

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.

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| Date | Topics  | Readings and Assignments  | Assignments Due |
| (Canvas)Class #16/23/22 | Welcome & Introductions Course Overview | Read: ‘Welcome to Your Last Class!’ in Canvas AnnouncementsWatch and discuss Ted Talk: ‘How great leaders inspire action’Group Book Discussion: 1. Book selection
2. Begin book discussion on Canvas
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| Class #26/30/22 | Philosophical Foundations of School Counseling: Social Justice Advocacy | \*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\*Nice-counselor syndromeAdvocacy Project GroupGroup Book Discussion | Due Tuesday, June 29th: Ted Talk – Discussion postsDue: Book Discussion Summary Report #1Due: Reading reflections |
|  (Canvas)Class #37/7/22 | School Counselors as Consultants  | Watch lecture (Canvas): School counseling consultation & collaboration  \*Individual Psychology Approach to School Counselor Consultation\*School Consultation Using Individual Psychology\*School counselor consultation: A pathway to advocacy, collaboration, and leadershipAdvocacy Project GroupGroup Book Discussion | Due: Reading reflections |
| Class #47/14/22 | Needs Assessments/After a Suicide Plan | \*Needs assessment\*After a Suicide: A Toolkit for SchoolsAdvocacy Project GroupGroup Book Discussion | Due: Consultation/Collaboration Case ExampleDue: Reading reflectionsDue: Book Discussion Summary #2 |
| (Canvas)Class #57/21/22 | School Counselors as Leaders | Discussion: Response to professor’s questions\*Shared leadership model for 21st Century schools\*MSJCC: Leadership framework for PSCs\*A model for building school-family-community partnerships\*Counselors can be assertiveAdvocacy Project GroupGroup Book Discussion | Due: Reading reflections |
|  Class #67/28/22 | Restorative Justice in Schools/IEPs & 504s | \*Seeing things differently: Restorative justice and school discipline\*IEP & 504 Plans\*ABCs of IEP & 504sAdvocacy Project GroupGroup Book Discussion | Due: Book Discussion Summary #3Due: Reading reflections |
| (Canvas)Class #78/4/22 | Effective teaching/Classroom Management Skills | Discussion: Response to professor’s questions\*Effective classroom management & positive teaching\*Introduction to Concepts of Teaching & Learning\*High impact teaching strategiesAdvocacy Project GroupGroup Book Discussion | Due: Reading reflections |
| Class #88/11/22 | Advocacy Presentations |  | Due: Advocacy Project & PresentationDue: Book Discussion Summary #4 |

ENGAGEMENT GUIDELINES

1. OPEN AND HONEST COMMUNICATION
2. PARTICIPATE FULLY (COMFORT ZONE +1); EXPECT DISCOMFORT IN LEARNING
3. SPEAK FROM PERSONAL EXPERIENCE
4. LISTEN RESPECTFULLY; LISTEN TO LEARN
5. SEEK TO UNDERSTAND; EXPECT DISAGREEMENT & LISTEN HARDER
6. SHARE AIR TIME: MOVE IN, MOVE OUT
7. BE FULLY PRESENT
8. BE OPEN TO NEW PERSPECTIVES
9. EXPLORE IMPACT; ACKNOWLEDGE INTENT
10. EXPECT PEOPLE TO LEARN AND GROW; DON’T FREEZE-FRAME OTHERS
11. TAKE RISKS; LEAN INTO DISCOMFORT; BE BRAVE; ENGAGE
12. RESPECT AND MAINTAIN CONFIDENTIALITY
13. NOTICE/DESCRIBE WHAT YOU SEE HAPPENING IN THE GROUP, IN YOU
14. RECOGNIZE YOUR TRIGGERS; SHARE IF YOU FEEL TRIGGERED
15. TRUST THAT DIALOGUE WILL TAKE US TO DEEPER LEVELS OF UNDERSTANDING AND ACCEPTANCE
16. ENGAGE & EMBRACE THIS OPPORTUNITY; WE WON’T BE FINISHED

READING REFLECTION RUBRIC

|  |  |  |  |
| --- | --- | --- | --- |
|  | Developing (1) | Accomplished (2) | Exemplary (3) |
| Substance | Somewhat unclear that relevant information from the readings was understood by incorporation into questions/comments/ arguments. Explains relevant course concepts, theories, or materials; uses  | Somewhat clear that relevant information from the readings was understood by 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. | Very clear that relevant information from the readings was understood 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. |

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>

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: <https://www.seattleu.edu/academicintegrity>>

NOTICE TO STUDENTS CONCERING 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:

<https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679>

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:

<https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78678>

PROFESSIONAL CONDUCT POLICY

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>