# COUN 670 Counseling Leadership and Advocacy

**Instructor**
Kimberlee Ratliff, EdD, LMHC, NCC, NCSC

**Phone**
360.561.4229

**Email**
kmratliff@pugetsound.edu

**Office Location**
Howard Hall, Rm 311

**Office Hours**
Tues. 1–2 pm PT & By Appointment

## Course Description

**0.5 unit** This course is designed to provide students with theoretical and practical understanding of the complex process of deliberate, normative change in various counseling settings. In K-12 settings, students will examine leadership roles of counselor, principal and teacher and the nature of integrative professionalism necessary for an effective leadership team and school community. In both school and mental health settings, students will examine their role as advocates and participate in advocacy projects. In progress grading. Prerequisite: Must be taken concurrently with COUN 660 or 662. Offered fall term only.

## Course Objectives and Relationship to Program Goals

The following program goals are addressed in this course: to prepare counselors who are reflective, collaborative and justice-oriented scientist practitioners and who engage in multiple contexts to promote the social emotional growth and development of individuals, groups, families, and organizations.

Instructional objectives are for each student to:

- Examine different leadership styles and models for leadership.
- Develop a school counseling program mission statement or mental health agency mission statement and objectives.
- Examine the counselor’s role as leader, advocate and change agent.
- Demonstrate consultation skills with families, teachers, multi-disciplinary teams and community agencies to support student/client needs.
- Use data and informational resources to inform decision-making, facilitate delivery of a comprehensive program and demonstrate accountability.
- Investigate interventions and strategies associated with social justice advocacy, eliminating barriers of oppression and discrimination, and promoting equity.
CACREP Standards addressed in this class

| F.1.d: the role and process of the professional counselor advocating on behalf of the profession |
| F.1.e: advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients |
| F.1.k: strategies for personal and professional self-evaluation and implications for practice * |
| F.2.h: strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination |
| F.5.c: theories, models, and strategies for understanding and practicing consultation |
| F.5.k: strategies to promote client understanding of and access to a variety of community-based resources |
| F.8.e: evaluation of counseling interventions and programs |
| F.8.i: analysis and use of data in counseling |
| C.2.i: legislation and government policy relevant to clinical mental health counseling |
| C.3.d: strategies for interfacing with integrated behavioral health care professionals |
| C.3.e: strategies to advocate for persons with mental health issues |
| G.1.d: models of school-based collaboration and consultation |
| G.2.a: school counselor roles as leaders, advocates, and systems change agents in P-12 schools |
| G.2.b: school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies |
| G.2.d: school counselor roles in school leadership and multidisciplinary teams |
| G.2.f: competencies to advocate for school counseling roles |
| G.2.j: qualities and styles of effective leadership in schools |
| G.2.k: community resources and referral sources |
| G.2.m: legislation and government policy relevant to school counseling |
| G.3.a: development of school counseling program mission statements and objectives |
| G.3.d: interventions to promote academic development |
| G.3.h: skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement |
| G.3.i: approaches to increase promotion and graduation rates |
| G.3.j: interventions to promote college and career readiness |
| G.3.l: techniques to foster collaboration and teamwork within schools |
| G.3.m: strategies for implementing and coordinating peer intervention programs |
| G.3.n: use of accountability data to inform decision making |
| G.3.o: use of data to advocate for programs and students |

* CACREP Key Performance Indicator
<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week #1</td>
<td>• Introductions and Expectations</td>
<td>Read articles in Canvas:</td>
</tr>
<tr>
<td>August 31</td>
<td>• Counseling &amp; Leadership</td>
<td>• Gibson, Dollarhide, &amp; McCallum (2010)</td>
</tr>
<tr>
<td></td>
<td>• ASCA Model &amp; Leadership</td>
<td>• McKibben, Umstead, &amp; Borders (2017)</td>
</tr>
<tr>
<td></td>
<td>• Review example of community assets map</td>
<td>• Young, Dollarhide, &amp; Baughman (2015)</td>
</tr>
<tr>
<td></td>
<td>• Self-Assessment #1 Discussion (in class)</td>
<td>Assignments:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete Self-Assessment #1 (CACREP KPI 2F1k) for in-class discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Review Community Partnership and Leadership Data Assignments with your site supervisor</td>
</tr>
<tr>
<td>Week #2</td>
<td></td>
<td>Read:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ACA Advocacy Competencies (In Canvas)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Remember to review Community Partnership and Leadership Data Assignments with your site supervisor</td>
</tr>
<tr>
<td>Week #3</td>
<td>• Leadership Types &amp; Models</td>
<td>Read articles in Canvas:</td>
</tr>
<tr>
<td>Sept 14</td>
<td>• Transformational Leadership</td>
<td>• Shields, Dollarhide, &amp; Young (2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignments:</td>
</tr>
</tbody>
</table>

**Courses Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week #1</td>
<td>• Introductions and Expectations</td>
<td>Read articles in Canvas:</td>
</tr>
<tr>
<td></td>
<td>• Counseling &amp; Leadership</td>
<td>• Gibson, Dollarhide, &amp; McCallum (2010)</td>
</tr>
<tr>
<td></td>
<td>• ASCA Model &amp; Leadership</td>
<td>• McKibben, Umstead, &amp; Borders (2017)</td>
</tr>
<tr>
<td></td>
<td>• Review example of community assets map</td>
<td>• Young, Dollarhide, &amp; Baughman (2015)</td>
</tr>
<tr>
<td></td>
<td>• Self-Assessment #1 Discussion (in class)</td>
<td>Assignments:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete Self-Assessment #1 (CACREP KPI 2F1k) for in-class discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Review Community Partnership and Leadership Data Assignments with your site supervisor</td>
</tr>
<tr>
<td>Week #2</td>
<td></td>
<td>Read:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ACA Advocacy Competencies (In Canvas)</td>
</tr>
<tr>
<td>Week #3</td>
<td>• Leadership Types &amp; Models</td>
<td>Read articles in Canvas:</td>
</tr>
<tr>
<td>Sept 14</td>
<td>• Transformational Leadership</td>
<td>• Shields, Dollarhide, &amp; Young (2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignments:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Remember to review Community Partnership and Leadership Data Assignments with your site supervisor</td>
</tr>
</tbody>
</table>
| Week #4 Sept 21 | - Transformati
- TEDTalk: Simon Sinek
  “Start with Why; How Great Leadership Inspire Others to Take Action” |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment:</td>
<td>- Discussion Board: Write a vision and mission statement for a comprehensive school counseling program or mental health agency and post in Discussions in Canvas. Include at least three program objectives. Respond to at least two classmates.</td>
</tr>
<tr>
<td></td>
<td>- Group work collaboration last hour of class</td>
</tr>
</tbody>
</table>

| Week #5 Sept 28 | - Consultation Types
- Consultation Models
- Consultation Skills |
|-----------------|--------------------------------------------------------------------|
| Read articles in Canvas: | - Kahn (2000)
- Hall & Gushee (2000)
- Baker, Robichaud, Dietrich, & Wells (2009)

| Week #6 October 5 | - Cross-Cultural Consultation Competencies
- Consultation Role-Plays
- Intervention Strategies
- PBIS |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Read articles in Canvas:</td>
<td>- Holcomb-McCoy &amp; Bryan (2010)</td>
</tr>
<tr>
<td>Assignments:</td>
<td>- Post Consultation and Case Analysis Scenario into Discussion Board on Canvas</td>
</tr>
</tbody>
</table>

| Week #7 October 12 | - Multidisciplinary/Interprofessional Collaboration
- Collaboration with Community Partners/Resources
- Strategies to promote client understanding of and access |
|--------------------|------------------------------------------------------------------|
| Read articles in Canvas: | - Dickstein-Fischer, Scott, & Connally (2019) - Canvas
- Read ASCA National Model (4th ed.) p. 19
- Burns (2014)
- Vaillancourt & Amador (2014/2015) |
### Week #8 October 19
- School based collaboration and consultation
- Advisory Council
- Effective School Counselor-Principal Relationships
- Group work time last hour of class

#### Read:
- ASCA National Model (4th ed.) p. 58-67; 72-76
- Technical Guide for Alignment
- Lashley & Stickl (2016)
- Williams & Wehrman (2010)

Assignment:
- Respond to at least two Consultation and Case Analysis Scenarios in Canvas prior to class.

### Week #9 October 26
- Counselor as Advocate
- Advocacy Competencies
- Advocacy Models
- Social Justice Advocacy
- TEDTalk; Amy Ryken “Are you a boy or a girl?”
- Community Partnership Project (2 groups)

#### Read in Canvas:
- Wingfield, Reese, & West-Olatunji (2010)
- Ratts & Hutchins (2009)
- Roysircar (2009)
- Brady-Amoon (2011)
- Trusty & Brown (2005)
- ACA Advocacy Competencies (review)

Assignment:
- Community Partnership Group Project is due

### Week #10 November 2
- Community Partnership Project (2 groups)
- Using Data for Advocacy & Decision Making
- The role of data & evidence-based curricula

#### Read:
- ASCA National Model (4th ed.) p. 32-47

Assignment:
### Week #11 November 9
- **Making DATA Work**
- **Brainstorm with partners: Leadership/Data Project**

#### Guest speaker: Nita Hill

- **Advocating for the Counseling Profession**
- **Reviewing Legislative Policies/Procedures**
- **Bullying & HIB Policies/Procedures**
- **McKinney-Vento Act**

Readings/Resources:
- Read Brown, Lenaes-Solomon, & Deaner (2019)
- Farrell & Barrio Minton (2019)
- McKinney-Vento Resource
- State Bullying Laws and Policies
- Research Legislative Issues on professional counseling sites – ACA, ASCA, state affiliates
- Visit OSPI website and review policies/laws regarding Harassment, intimidation and Bullying (HIB)
- Review client rights applicable to mental health counselors

### Week #12 November 16
- **Advocacy, Social Justice, & Systemic Change**
- **Achievement Gap**
- **Mental Health Equity & Access Gaps**

Read:
- ASCA National Model (4th ed.) p. 52-54
- Bemak & Chung (2008)
- Holman, Nelson and Watts (2019)
- Hodges, Ferreira, & Israel (2012)
### Project/Assignment Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Self-Assessment #1 (Discussion in class; CACREP KPI 2F1k)</td>
</tr>
<tr>
<td></td>
<td>Sign up for groups to complete community partnership group project</td>
</tr>
<tr>
<td>Week 4</td>
<td>Counseling Program Vision &amp; Mission Statement and Program Objectives (Canvas Discussion Assignment)</td>
</tr>
<tr>
<td>Week 6</td>
<td>Consultation Model &amp; Case Analysis (Canvas Discussion Assignment)</td>
</tr>
<tr>
<td>Week 9</td>
<td>Community Partnership Group Project</td>
</tr>
<tr>
<td>Week 13</td>
<td>Leadership/Data Project Draft (School Counseling Students Only)</td>
</tr>
<tr>
<td>Week 13</td>
<td>Change Agent Poster Presentation (Mental Health Counseling Students Only)</td>
</tr>
</tbody>
</table>

- Crumb, Haskins, & Brown (2019)
- Nilsson et al. (2011)
- Chung, Bemak, & Grabosky (2011)
Requirements and Evaluation

Professional Participation: This course is designed to provide a seminar format for open discussion of your internship experiences as you prepare to become school or mental health counselors and leaders in the profession. In addition to the twelve, two hour meetings, the series of assignments below are designed to help integrate your internship experiences in preparation for ESA certification and/or mental health licensure. It is your responsibility to ensure that material submitted electronically has been received. If you do not receive confirmation of receipt, please contact me.

Discussion Board Assignments

#1 Vision and Mission Statement  
due Week 3  
10% of grade
Instructions provided during class.

#2 Consultation Model & Case Analysis  
due Week 6  
20% of grade
Part I: Create a consultation scenario applicable to your setting (school or mental health) and post it in the designated discussion in Canvas.  
Part II: Respond to two different consultation scenarios posted by classmates. In your responses, apply a consultation model to scenario provided, noting any cultural considerations and identify/share any community resources or referrals you recommend as the consultant. Remember to provide a rationale for any referral recommendations.

#3 Self-Assessments (CACREP KPI 2F1k)  
due Week 13  
5% of grade
In this reflection discussion, consider the self-assessments you have taken throughout the course. Reflect on your identified strengths, how you used these self-assessment tools, and explain what strategies you plan to use for personal and professional self-evaluation in your practice as a counselor. Answer the question: Why is self-evaluation needed in counseling and how will it inform my work as a counselor?

Group Project

Community Partnership Group Project  
due Week 8  
30% of grade
Demonstrate your ability to build family and community partnerships to support students/clients. Community partnerships may include participating in a meeting with a community partner, collaborating with a community agency or business to bring resources into your school, developing a program in partnership with a community partner or business (e.g., mentoring, tutoring, economic supports, etc.), or arranging a training/speaker. In a group of 2-3, create a community asset map of resources in the local community that could benefit a client, student, or family. After developing your map, select one of the resources on your community asset map and develop a plan for a school/community partnership addressing a specific need (e.g., academic, career, social emotional). Your presentation should include:

- Rationale and plan for developing the partnership with the organization or person
• A SMART goal outlining what you are trying to achieve through the partnership
• How you would determine outcomes/effectiveness of the partnership

Differentiated Assignment #4:

Leadership/Data Project (School Counseling) OR Change Agent Poster Presentation (Mental Health)

Leadership/Data Project Draft due Week 13 35% of grade

Assignment directions for School Counselors: After consulting with your supervising counselor and administrator about student performance goals indicated by school data, choose an area to address through this project, for example attendance patterns, behavior, achievement. Design and execute a project in which you set clear student objectives, apply an intervention and measure the impact of your intervention using pre and post data.

This fall you will develop a draft and begin this project. The final project will be presented in COUN663 spring semester; see “final year projects” in the Internship Handbook for description of project presentation and expectations.

For the written draft due at the conclusion of fall semester, include the following elements found in the SMART Goals Model: specific, attainable, time bound, measurable, results-oriented.

• What is the specific issues, i.e. what need has been identified? With whom did you collaborate?
• What data did you use to identify the need/problem?
• What are the objectives you hope to achieve and are they attainable?
• Describe the interventions planned (who does what, when?).
• How and when will outcomes be measured? Include pre and post data methodology.

Change Agent Poster Presentation due Week 13 35% of grade

After consulting with your site supervisor about social justice related issues impacting clients, choose an area to address through this project (e.g., stigma related to seeking treatment, barriers to treatment (e.g., cost, transportation, childcare, work responsibilities), pay equity, effects of legislation on recovery, systemic failures, ageism, ableism, racism, etc.). Examine data that addresses your social justice issue, explain how you would address that barrier as an advocate and change agent, including how you would use data to measure outcomes.

Create a poster presentation addressing the issue of concern including any policies/procedures/programs that may need to be changed, how these issues, policies, procedures create barriers for clients/students, and outline how you would advocate for students/clients as a change agent including what interventions or strategies you would implement. This will be shared in a brief presentation (10 minutes) to the class as a poster presentation similar to what you would present at a conference.

General Grading Rubric (Assignment #4)

<table>
<thead>
<tr>
<th>Exceeds Standard</th>
<th>Standard Met</th>
<th>Standard Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written and oral presentations are well organized with a clear thesis or assertion and supporting evidence.</td>
<td>Paper or presentation is well organized with a clear thesis or assertion and supporting evidence.</td>
<td>There are significant flaws in organization and do not address the</td>
</tr>
</tbody>
</table>
assertion and demonstrates strong critical thinking skills.

Minor flaws in organization do not interfere with understanding.

minimum requirements in the assignment instructions.

References to texts or articles are relevant and show expanded research of peer-reviewed literature.

Assigned readings are referenced.

Inadequate references supporting key points.

Written work and presentation slides conform to APA format standards.

Written work or presentation slides generally conform to APA format standards.

There are major variations from APA format standards.

Written and oral communication is professional, polished and engaging.

Grammatical or other errors are sufficiently infrequent so as not to detract from the overall quality.

Written and oral communication is not up to standard for graduate-level work. Errors are frequent and distracting.

**Required Text**


Additional readings on Canvas as indicated in course outline.

**Bibliography**

*indicates books currently in Resource Library (Howarth 3rd floor) or in instructor’s library

*Cain Susan (2012).* Quiet: the power of introverts in a world that can’t stop talking. Random House.
*Jensen, Frances (2015).* The teenage brain.
*Damour, Lisa (2016)* Untangled: guiding teenage girls through 7 transitions into adulthood.
Steinberg (2014) *Age of opportunity: lessons from the new science of adolescence*


Ubben, Gerald, Hughes, Larry & Norris, Cynthia (2011). *The Principal: creative leadership for excellence in schools (7th).* Boston: Pearson


**Publication Name, Author Name**

**Additional Resources**

Enter any non-print resources.

---

**UNIVERSITY OF PUGET SOUND STATEMENTS AND POLICIES**

**University Mission Statement**

The University of Puget Sound has a commitment to enduring understandings for student learning which are reflected in the university statement. “The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and co-curricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.”

**Classroom Emergency Response Guidance**

Please review university emergency preparedness response procedures and a training video posted at [www.pugetsound.edu/emergency/](http://www.pugetsound.edu/emergency/). There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor away from doors and windows. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

**Office of Accessibility and Accommodations**

Semester and Year
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

**University Diversity Statement**

The university is committed to building a learning community based on a respect and appreciation for all persons.

We Acknowledge

- the richness of commonalities and differences we share as a university community.
- the intrinsic worth of all who work and study here.
- that education is enhanced by investigation of and reflection upon multiple perspectives.

We Aspire

- to create respect for and appreciation of all persons as a key characteristic of our campus community.
- to increase the diversity of all parts of our University community through commitment to diversity in our recruitment and retention efforts.
- to foster a spirit of openness to active engagement among all members of our campus community.

We Act

- to achieve an environment that welcomes and supports diversity.
- to ensure full educational opportunity for all who teach and learn here.
- to prepare effectively citizen-leaders for a pluralistic world.

**Names and Pronouns**

I want to call you by what you consider your name, no matter what the official roster might tell me. Similarly, I want to use pronouns appropriate to your gender. Please inform me if you want me to refer to you differently than the official record.

**Student Bereavement Policy**

Upon approval from the Dean of Students’ Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the Academic Handbook.

**Copyright and Fair Use**
Course materials are for educational purposes only and limited to students enrolled in the course. They are protected by copyright law and may not be copied, downloaded, stored, transmitted, shared or changed in any way.

**Academic Integrity**

The University of Puget Sound is a community of faculty, students, and staff engaged in the exchange of ideas contributing to intellectual growth and development. Essential to the mission of the academic community is a shared commitment to scholarly values, intellectual integrity, and respect for the ideas and work of others. At Puget Sound, we share an assumption of academic integrity at all levels. Please review the University’s Academic Integrity Policy at [http://www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academic-integrity/](http://www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academic-integrity/).

**Student Religious Accommodations**

The university provides reasonable religious accommodations for academic courses and programs, and the university policy is found at [https://www.pugetsound.edu/about/offices-services/human-resources/policies/campus-policies/student-religious-accommodations-in-academic-courses-or-programs/](https://www.pugetsound.edu/about/offices-services/human-resources/policies/campus-policies/student-religious-accommodations-in-academic-courses-or-programs/). If you need a reasonable accommodation due to a religious holiday or organized religious activity, you must give me written notice within the first two weeks of class so that we can coordinate the accommodation. If you have questions about the policy, you may contact the University Chaplain. If you have a grievance about the application of the policy or the handling of your request for an accommodation, you may contact the Dean of the Faculty.