

# EDCEP 871: Leadership, Advocacy, and Consultation for Counselors Fall 2024

## General Information

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## Course Description

This course acquaints students with the major models of consultation that may be used by school counselors for intervention with individuals and organizations.

## Course Intended Learning Objectives:

The following table outlines the learning objectives, CACREP standards, and where in EDCEP 871 the learning objectives should be met. At the completion of this course, students will be prepared to:

Learning Objective	CACREP Standard(s)
Students will have a basic understanding of consultation & collaboration theories, models, and stages.	CACREP 2.F.5.c CACREP 5.G.1.d
Students will have a basic understanding of how to create a community resource and referral handbook	CACREP 2.F.5.k CACREP 5.G.2.k
Students will understand how to advocate for the role of the school counselor in P-12 schools and multidisciplinary teams	CACREP 5.G.2.a CACREP 5.G.2.d CACREP 5.G.2.f
Students will understand the role a school counselor plays in consultation and collaboration within families, schools, and teams	CACREP 5.G.2.b CACREP 5.G.3.1 CACREP 5.G.3.o

## Counseling Program Key Performance Indicator(s):

KPI 11: Student is able to evaluate counseling interventions and programs within the context of the P-12 settings.

KPI 11 Assessment: *Consultation Field Experience Project*

## KSU College of Education Vision

Preparing educators to be knowledgeable, ethical, caring decision-makers for a diverse and changing world.

## Mission

Our vision is fulfilled through:

- delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;
- leadership, collaboration, and service within the profession; and
- promotion, understanding, and celebration of diversity.

## Conceptual Framework

The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies.

The Conceptual Framework organizes 10 standards in professional studies into the following four categories:

1. The Learner and Learning
2. Content Knowledge
3. Instructional Practice
4. Professional Responsibility

The Conceptual Framework also includes the following dispositions:

1. Values Learning and Professional Development
2. Commits to Professional, Ethical, and Legal Conduct
3. Values Positive, Caring, and
4. Embraces Diversity, Equity, and Fairness
5. Commits to Wise and Reflective Practice

The Conceptual Framework includes the following *dispositions*:

1. *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
2. *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
3. *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
4. *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.
5. *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

## Required Reading Materials

Scott, D, Royal, C, Kissinger, D. (2015). *Counselor As Consultant*. Sage Publishing  
ISBN: 9781483322612

Goodman-Scott, Betters-Bubon, J., Olsen, J., & Donohue, P. (2020). *Making MTSS Work*. American School Counselor Association.  
ISBN: 9781929289646

Young, A., & Kneale, M. (2013). *School Counselor Leadership: The Essential Practice*. American School Counselor Association.  
ISBN: 9781929289394

## Recommended Reading Materials

Kaffenberger, C., & Young, A. (2018). *Making Data Work*. 4<sup>th</sup> Edition. American School Counselor Association

ISBN: 9781929289554

## Methods of Instruction

EDCEP 871: Leadership, Advocacy, & Consultation for Counselors is an asynchrony online course. Modules will open by 6:00 a.m. on Saturday(s) and close at 11:59 p.m. on Friday(s).

## Professional Identity Statement

According to 20/20: A Vision for the Future of Counseling, (ACA, 2022), the definition of counseling is: “a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

As a counselor-in-training you have embarked upon a challenging journey to develop yourself into a professional counselor. This is an occupation that requires a professional commitment unlike any other; it requires strong professional identity, leadership and advocacy for all people and populations, and critical attention to life and death issues.

Counselor development is accomplished through basic course content, sound counseling skills, and opportunities to demonstrate professional, ethical, and legal awareness. Opportunities to demonstrate self-awareness through self-reflection are required throughout your program and career.

As a counselor-in-training your job is to grow, learn, and demonstrate appropriate professional dispositions, including personal self-awareness and wellness that allows you to best serve your clients and/or students with nonmaleficence and beneficence.

## Communication with Dr. Holloway

Dr. Holloway is online and checking course emails throughout the week. Please email between 8:00 a.m. – 4:00 p.m. Monday-Friday for the best response time. Dr. Holloway has limited availability to respond during evenings and weekends. Please allow 24 hours for Dr. Holloway to respond to an email. If wanting to set up a zoom meeting, email [smkriley@ksu.edu](mailto:smkriley@ksu.edu) and provide 3 dates & 3 corresponding times, one will be selected, and a meeting will be scheduled. If wanting to set up a Manhattan campus office meeting, email [smkriley@ksu.edu](mailto:smkriley@ksu.edu) and provide 3 dates & 3 corresponding times, one will be selected, and a meeting will be scheduled.

## Dr. Holloway Course Expectations

**Participation:** *Participation with group members is required to get full credit on several assignments. All discussion boards require engaging in meaningful discussion with a minimum of two group members.*

**Deadlines/Late Work:** *All deadlines are posted in the syllabus and in our canvas course. If Dr. Holloway is not contacted within five days of missing a deadline or submitting late work, there will be no points awarded. Dr. Holloway will not grade late work until the final two weeks of the semester.*

## Evaluation Plan:

Your final grade is based on the total number of points that you have earned throughout the semester. The various ways in which you can earn points are below:

### **Assignments**

<b>Activity</b>	<b>Description</b>	<b>Points</b>	<b>Due Date</b>
Online Activities	Dr. Holloway will have assignments that allow you to engage in your personal viewpoint of topics in EDCEP 871	50	
Discussion Boards	Weekly group discussion boards are completed weekly and group members but engage in meaningful discussions with two group members for full credit.	160	
Resource & Referral Handbook	See Canvas Course, Assignment, Resource & Referral Handbook for information	50	
Multi-Tiered System of Support (MTSS) Paper	See Canvas Course, Assignment, Multi-Tiered System of Support (MTSS) Paper for information	20	
Consultation Field Experience Presentation, Recording	See Canvas Course, Assignment, Consultation Field Experience Presentation & Field Experience Recording for information	100	

Final: Leadership Interview Recorded Presentation	See Canvas Course, Assignment, Leadership Interview Recorded Presentation for information	40	
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## Grading Scale

### Total Points: 420

The minimum number of total points required for each grade is listed below:

A = 380

B = 340

C = 295

Any student who has not earned at least 295 points by the end of the semester will fail the course.

## Tentative Course Calendar

Each week opens on Saturday at 6:00 AM and closes on Friday at 11:59 PM. Unless otherwise specified, all assignments, readings and other activities each week should be completed before that week closes.

Scott, D, Royal, C, Kissinger, D. (2015). *Counselor As Consultant*. Sage Publishing  
 ISB: 9781483322612

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Week	Date	Content/Topic	Assignment Due	Readings	CACREP Stds.
1		<b>Introduction to EDCEP 871: Leadership, Advocacy, &amp; Consultation for Counselors</b> <i>Course Syllabus Overview</i> <i>What is Consultation?</i>	Discussion Board: Consultation Types  Syllabus Page	<b>Counselor As Consultant</b> <b>Chapter 1: Introduction and Overview of Consultation</b>	2.F.5.c 5.G.1.d

2		<b>What is the Role of a Consultant, Consultee, &amp; Client(s)</b>	Discussion Board: Working Alliance  Online Activity: Dr. Holloway Assignment	<b>Counselor As Consultant</b> Chapter 2: The Role of Consultant and Consultee	2.F.5.c 5.G.1.d
3		<b>What Skills Are Necessary for Consultation &amp; Collaboration?</b>	Discussion Board: Bias  Online Activity: Ted Talk	<b>Counselor As Consultant</b> Chapter 3: Necessary Skills of a Consultant	2.F.5.c 5.G.1.d
4		<b>What are the Stages of Consultation?</b>	Discussion Board: Interventions  Discussion Board: Is It Working?  Online Activity: 4.5	<b>Counselor As Consultant</b> Chapter 4: Consultation Stages	2.F.5.c 5.G.1.d 2.F.5.k 5.G.2.k
5		<b>Theories Used in Consultation &amp; Collaboration:</b> <i>Solution Focused</i> <i>Behavioral</i>	Discussion Board: Behavioral Consultation  Discussion Board: Miracle Question  Online Activity: 6.1	<b>Counselor As Consultant</b> Chapter 5: Behavioral & Cognitive-Behavioral Consultation Chapter 6: Solution-Focused Consultation	2.F.5.c 5.G.1.d
6		<b>What are the Legal &amp; Ethical Aspects of Consultation &amp; Collaboration?</b>	Discussion Board: Am I a Consultant  Online Activity: Dr. Holloway Assignment  Resource & Referral Handbook	<b>Counselor As Consultant</b> Chapter 7: Ethical & Legal Aspects of Consultation	2.F.5.c 5.G.1.d 2.F.5.k 5.G.2.k
7		<b>Understanding how MTSS connects with a Comprehensive School Counseling Program</b>	Discussion Board: Questions for Review	<b>Making MTSS Work</b> Chapter 1: Aligning the ASCA National Model and MTSS	
8		<b>How to Collect &amp; Use Data in MTSS: Part A</b>	Discussion Board: Questions for Review	<b>Making MTSS Work</b>	5.G.2.b

				Chapter 2: Beginning Strategies for using Data in Program Alignment	5.G.3.1 5.G.3.o
9		<b>How to Collect &amp; Use Data in MTSS: Part B</b>	Discussion Board: Questions for Review	<b>Making MTSS Work</b> Chapter 3: Advanced Process for using Data	5.G.2.b 5.G.3.1 5.G.3.o
10		<b>MTSS: Tier 1</b>	Discussion Board: Questions for Review  MTSS Paper	<b>Making MTSS Work</b> Chapter 4: Aligning Tier 1: Supports	5.G.2.a 5.G.2.d 5.G.2.f
11		<b>MTSS: Tier 2</b>	Discussion Board: Questions for Review	<b>Making MTSS Work</b> Chapter 5: Aligning Tier 2 Supports	5.G.2.a 5.G.2.d 5.G.2.f
12		<b>MTSS: Tier 3</b>	Discussion Board: Questions for Review  Online Activity: Reflection	<b>Making MTSS Work</b> Chapter 6: Aligning Tier 3 Supports	5.G.2.a 5.G.2.d 5.G.2.f
13		WORK WEEK	Consultation Field Experience Presentation  Field Experience Recording		5.G.2.a 5.G.2.d 5.G.2.f 5.G.2.b 5.G.3.1 5.G.3.o
<i>B</i>	<i>R</i>	<i>E</i>	<i>A</i>	<i>K</i>	<i>!</i>
14		<b>What is Leadership and Advocacy?</b>	Discussion Board: Leadership	<b>School Leadership: The Essential Practice</b> Chapter 1: Beliefs: The Cornerstone of Leadership	5.G.2.a 5.G.2.d 5.G.2.f
15		<b>What does Leadership Look Like in School Counseling?</b>	Discussion Board: Leadership as a School Counselor	<b>School Leadership: The Essential Practice</b> Chapter 2: A Convergent	5.G.2.a 5.G.2.d 5.G.2.f



				Framework for the School Counseling Leadership Landscape	
<b>16</b>			Final: Leadership Interview Recorded Presentation		5.G.2.a 5.G.2.d 5.G.2.f

*Syllabus SUBJECT TO CHANGE-A course syllabus is not a contract and may be changed if the professor deems it appropriate.*

## **Kansas State University Information**

### *Academic Honesty*

Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the [Honor and Integrity System](#) apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

### *Students with Disabilities*

At K-State it is important that every student has access to course content and the means to demonstrate course mastery. Students with disabilities may benefit from services including accommodations provided by the Student Access Center. Disabilities can include physical, learning, executive functions, and mental health. You may register at the [Student Access Center](#) or to learn more contact:

Manhattan/Olathe/Global Campus – Student Access Center  
[accesscenter@k-state.edu](mailto:accesscenter@k-state.edu)  
785-532-6441

K-State Salina Campus – Julie Rowe; Student Success Coordinator  
[jarowe@k-state.edu](mailto:jarowe@k-state.edu)  
785-820-7908

Students already registered with the Student Access Center please request your Letters of Accommodation early in the semester to provide adequate time to arrange your approved academic accommodations. Once SAC approves your Letter of Accommodation it will be e-mailed to you, and your instructor(s) for this course. Please follow up with your instructor to discuss how best to implement the approved accommodations.

### *Expectations for Classroom Conduct*

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

### *Mutual Respect and Inclusion in K-State Teaching and Learning Spaces*

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State [Principles of Community](#).

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the [Student Ombudsperson Office](#). Violations of the [student code of conduct](#) can be reported using the [Code of Conduct Reporting Form](#). You can also report [discrimination, harassment or sexual harassment](#), if needed.

### *Discrimination, Harassment, and Sexual Harassment*

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a [duty to report](#) any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment, as outlined by [PPM 3010](#).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the University's [Office for Institutional Equity \(OIE\)](#) using the [online reporting form](#). Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the [Kansas State University Police Department](#) or the [Riley County Police Department](#). Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential support and advocacy can be found with the [K-State Center for Advocacy, Response, and Education \(CARE\)](#). Confidential mental health services can be found with [Lafene Counseling and Psychological Services \(CAPS\)](#). Academic support can be found with the [Office of Student Life \(OSL\)](#). OSL is a non-confidential resource. OIE also provides a [comprehensive list of resources](#) on their website. If you have questions about non-confidential and confidential resources, please contact OIE at [equity@ksu.edu](mailto:equity@ksu.edu) or (785) 532-6220.

**EDCEP 871 Course Syllabus and Canvas Signature Verification Page**

By signing this page, I am verifying that I have read **each** page of the EDCEP 871 course syllabus and reviewed the Canvas page.

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Student Name

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Date