

EDCEP 962: Leadership & Advocacy in Counselor Education & Supervision Spring 2024

Instructor Information

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Course Description

An examination of leadership and advocacy issues related to the practices of counseling, counselor education, and counselor supervision. Emphasis on the development of ethical and culturally relevant leadership and advocacy practices.

Course Intended Learning Objectives

The following table outlines the learning objectives for this course along with the CACREP standards addressed within each objective. At the completion of this course students will be prepared to:

Learning Objective	CACREP Standard(s)
Explain the theories of leadership and apply leadership skills in the context to counselor education and supervision	6.B.5.a
Explain how leadership develops in professional counseling organizations, counselor education programs, and other counseling organizations	6.B.5.b, c, e
Identify accreditation standards and processes in counselor education programs	6.B.5.d
Utilize leadership skills and strategies for responding to crises and disasters	6.B.5.f
Recognize strategies of leadership in consultation	6.B.5.g
Identify current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession	6.B.5.h
Discuss the role of counselors and counselor educators in advocating on behalf of the profession and professional identity	6.B.5.i
Identify models and competencies for advocating for clients at the individual, system, and policy levels	6.B.5.j
Identify strategies of leadership in relation to current multicultural and social justice counseling issues	6.B.5.k
Discuss ethical and culturally relevant leadership and advocacy practices in counselor education and supervision	6.B.5.l

KSU College of Education Vision

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

KSU College of Education 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.

KSU College of Education 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*:

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

Instructional Methods

This online asynchronous course will utilize a variety of activities and assignments to help students meet the course learning objectives. The content of the course will be delivered through Canvas, and the topics will be separated into a series of learning modules that students will work through independently. Students can work through each module at their own pace, but should complete assignments by the listed due dates. Recorded lectures will be posted on Canvas throughout the semester. There will also be opportunities for students to attend live lectures and meet with the instructor synchronously throughout the semester.

Required Reading Materials

Chang, C. Y. & Barrio Minton, C. A. (2022). *Professional Counseling Excellence through Leadership and Advocacy* (2nd ed.). New York, NY: Routledge.

Storlie, C. A. & Herlihy B. (2021). *Counseling Leaders and Advocates: Strengthening the Future of the Profession*. Alexandria, VA: American Counseling Association.

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 listed below:

Discussion Boards (300 pts): Each week students must participate in discussion boards on Canvas. To receive full credit, students must answer each prompt completely and respond to one of their peer's posts. The initial post is due by Thursday each week, and the response to a peer is due by Sunday each week.

Personal Philosophy of Leadership (100 pts): In this assignment, each student will write a 5–8-page paper detailing their personal philosophy of leadership. This paper should include information about personal beliefs, a discussion of your chosen leadership theory, and leadership consideration for your career (i.e. counselor education, leadership in counseling organizations, etc.). The paper should also discuss personal experiences of other leaders and perceptions of helpful leadership strategies.

Leadership Interview (150 pts): Each student will interview (in-person or via Zoom) a person that is considered to be a leader in the counseling profession. During the interview, students should ask the interviewee about their view of leadership, their personal pathway to leadership, lessons learned about leadership, and advice for future leaders. After the interview is complete, students will write a 6-8 page paper that summarizes the interview and includes a personal reaction to the interview.

Social Justice Advocacy Group Project (200 pts): Leaders in counseling are tasked with advocating on the behalf of clients, especially when social justice issues are involved. For this project, students will get into groups of 3 or 4 and will create an advocacy project that is focused on a social justice issue. Then, each group will create a 20–30-minute webinar style presentation that details the following information about the project:

- Introduction and brief background of issue
- Explanation of how issue is connected to counseling
- Explanation of changes needed
- Plan of action, including specific steps

Each presentation must be recorded and uploaded to Canvas. Students will upload their presentations to Canvas by the date listed in the course calendar. Then, each student should comment on the uploaded presentations.

JCLA Literature Review (150 pts): The *Journal of Counselor Leadership and Advocacy* is the official journal of Chi Sigma Iota, the international honor society for professional counselors. Each issue of this journal publishes articles that discuss counselor leadership development, professional advocacy, client advocacy, and professional counselor identity issues. For this assignment, students will choose an issue of JCLA and write a 4–8-page literature review on that issue. Each issue of JCLA contains about 6 articles. This review should utilize APA 7 formatting and include an APA-formatted reference list. At the conclusion of the review, each student will write a 2-page reflection on what was learned from the literature review and how the articles might apply to a future career as a counselor educator, supervisor, or leader.

Leader Profile Reflection (100 pts): Throughout the semester, students will read chapters in *Counseling Leaders and Advocates: Strengthening the Future of the Profession*. Each chapter of this text details the personal story of several counseling leaders and advocates. For this assignment, student will choose one leader who was profiled in the text and discuss how the leader’s story impacted their views on leadership development. This reflection paper should be 3-5 pages and written in a personal style.

Grading Scale

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

A = 900 pts

B = 800 pts

C = 700 pts

F = 0 pts

Academic Honesty Policy

Kansas State University has an Honor 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 System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The Honor System website can be

reached by going to www.ksu.edu/honor. A component vital to the Honor System is the inclusion of the Honor Pledge that 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.

Academic Accommodations for Students with Disabilities

Students with disabilities who need classroom accommodations, access to technology, or information about emergency building/campus evacuation processes should contact the Student Access Center and/or their instructor. Services are available to students with a wide range of disabilities including, but not limited to, physical disabilities, medical conditions, learning disabilities, attention deficit disorder, depression, and anxiety. If you are a student enrolled in campus/online courses through the Manhattan or Olathe campuses, contact the [Student Access Center](mailto:accesscenter@k-state.edu) at accesscenter@k-state.edu, 785-532-6441.

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. Class courtesy and respect is important especially when course material is likely to elicit strong personal opinions. Please remember that others may not share your opinions and each student's points of view are to be respected. Disrespect of others will not be tolerated in 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 <https://www.k-state.edu/about/values/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 here <https://www.k-state.edu/sga/judicial/student-code-of-conduct.html>. If you experience bias or discrimination, it can be reported here <https://www.k-state.edu/report/discrimination/>.

Statement Regarding 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 ([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. A comprehensive list of resources is available here. If you have questions about non-confidential and confidential resources, please contact OIE at equity@ksu.edu or (785) 532–6220.

Campus Safety

Kansas State University is committed to providing a safe teaching and learning environment for students and faculty members. In order to enhance your safety in the unlikely case of a campus emergency make sure that you know where and how to quickly exit the classroom and how to follow any emergency directives. To view additional campus emergency information, go to the University's main page, www.k-state.edu , and click on the Emergency Information button.

K-State Email Account & Canvas

Please check your K-State email account and our course Canvas page regularly throughout the semester. Important information and class announcements will be shared through these electronic platforms.

Statement on Mental Health

Your mental health and good relationships are vital to your overall well-being. Symptoms of mental health issues may include excessive sadness or worry, thoughts of death or self-harm, inability to concentrate, lack of motivation, or substance abuse. Although problems can occur anytime for anyone, you should pay extra attention to your mental health if you are feeling academic or financial stress, discrimination, or have experienced a traumatic event, such as loss of a friend or family member, sexual assault or other physical or emotional abuse. If you are struggling with these issues, do not wait to seek assistance.

- Kansas State University Counseling Services (k-state.edu/counseling/) offers free and confidential services to assist you to meet these challenges.
- Lafene Health Center (<https://www.k-state.edu/lafene>) has specialized nurse practitioners to assist with mental health.
- The Office of Student Life (k-state.edu/studentlife) can direct you to additional resources.
- K-State Family Center offers individual, couple, and family counseling services on a sliding fee scale (<https://www.hhs.k-state.edu/familycenter/>).
- Center for Advocacy, Response, and Education (CARE) provides free and confidential assistance for those in our K-State community who have been victimized by violence (<https://www.k-state.edu/care/>).

Tentative Course Calendar

Please complete all assigned readings prior to the class date listed. Any assignments that are submitted to Canvas are due by 11:59 PM on the date listed.

Week	Topics & Tasks	Readings & Assignments Due	CACREP Standards
1	Course Introduction Leadership for the Counseling Profession Recorded Lecture: Syllabus Overview Discussion Board: Video introductions	Chang Introduction & Ch. 1 Storlie Ch. 1	

2	<p>Foundations of Leadership Culturally Responsive Counseling Leadership</p> <p>Recorded lecture: The impact of culture on leadership</p> <p>Discussion Board: Leadership Theory</p>	<p>Chang Ch. 2 Storlie Ch. 2</p>	<p>6.B.5.a 6.B.5.l</p>
3	<p>Leadership Ethics Effective Counseling Leaders Leadership Development of Counselors</p> <p>LIVE lecture: Creating your leadership pathway in counseling & counselor education (Lecture will also be recorded)</p> <p>Discussion Board: Qualities of effective and ineffective leaders</p>	<p>Chang Ch. 3 & 4</p>	<p>6.B.5.l</p>
4	<p>Advocating for the Profession of Counseling</p> <p>Recorded lecture: Why do counselors need to advocate for their profession?</p> <p>Discussion Board: Professional Identity Development Experiences</p>	<p>Chang Ch. 5 & 6 Storlie Ch. 3</p>	<p>6.B.5.i</p>
5	<p>Social Justice in Counseling Multicultural and Social Justice Counseling Competencies (MSJCC)</p> <p>LIVE lecture: Social Justice in Counseling (Lecture will also be recorded)</p> <p>Discussion Board: Integrating MSJCCs into future practice as a leader</p>	<p>Chang Ch. 7 MSJCC Documents on Canvas Storlie Ch. 4 (Patricia Arredondo) Storlie Ch. 8 (Sylvia Fernandez) Storlie Ch. 12 (Courtland Lee)</p>	<p>6.B.5.k</p>
6	<p>Client Advocacy: Theory and Practice</p> <p>Recorded Lecture: Interview with Dr. Victoria Kress on Becoming an Advocate in Counseling</p> <p>Discussion Board: Reactions to Dr. Kress' interview</p>	<p>Chang Ch. 8 & 9 Storlie Ch. 11 (Gerard Lawson)</p>	
7	<p>Leadership & Advocacy in Counselor Education Programs</p> <p>Recorded Lecture: Interview with Dr. Ted Remley on Counseling Leadership</p> <p>Discussion Board: Reactions to Dr. Remley's interview</p>	<p>Chang Ch. 10 Storlie Ch. 14 (Ted Remley)</p>	<p>6.B.5.c</p>
8	<p>Leadership & Advocacy in Supervision and Consultation</p>	<p>Chang Ch. 11 Storlie Ch. 7 (Craig Cashwell)</p>	<p>6.B.5.g</p>

	<p>Recorded Lecture: Strategies of Leadership in Counseling Consultation</p> <p>Discussion Board: Supervision experiences and their impact on professional identity</p>		
9	<p><i>Spring Break – No Lectures, Assignments, or Discussion Boards</i></p>	<p><i>Enjoy your break!</i></p>	
10	<p>Leadership & Advocacy in Schools and Universities</p> <p>Leadership & Advocacy in Mental Health Agencies and Community Programs</p> <p>LIVE Lecture: Panel discussion with leaders of local counseling agencies, community mental health programs, and school district counseling leaders</p> <p>Discussion Board: Leadership in Crises and Disasters</p>	<p>Chang Ch. 12 & 13</p> <p>Storlie Ch. 9 (Sam Gladding)</p>	<p>6.B.5.e</p> <p>6.B.5.f</p>
11	<p>Leadership & Advocacy in Professional Organizations</p> <p>Recorded Lecture: How to become involved in professional counseling organizations</p> <p>Discussion Board: Personal pathway to success in counseling organizations</p>	<p>Chang Ch. 14</p> <p>Storlie Ch. 15 (Martin Richie)</p>	<p>6.B.5.b</p> <p>6.B.5.e</p>
12	<p>Leadership & Advocacy through Research and Program Evaluation</p> <p>Recorded Lecture: Using research to be a leader in counseling</p> <p>Discussion Board: How my research is tied to advocacy</p>	<p>Chang Ch. 15</p> <p>Storlie Ch. 5 (Casey Barrio-Minton)</p> <p>Storlie Ch. 13 (Spencer Niles)</p>	
13	<p>Training Counselors to be Leaders & Advocates</p> <p>LIVE Lecture: Empowering students and supervisees to become leaders & advocates (Lecture will also be recorded)</p> <p>Discussion Board: Political Issues and their Effect on Counseling</p>	<p>Chang Ch.16 & 17</p> <p>Storlie Ch. 10 (Barbara Herlihy)</p>	<p>6.B.5.h.</p> <p>6.B.5.j.</p>
14	<p>Accreditation in Counselor Education Programs</p> <p>CACREP Standards</p> <p>Recorded Lecture: Interview with Dr. Rick Gressard on the Importance of Accreditation Standards for Counseling Programs</p>	<p>CACREP Documents on Canvas</p> <p>Storlie Ch. 6 (Carol Bobby)</p> <p>Storlie Ch. 16 (Thomas Sweeney)</p>	<p>6.B.5.d</p>

	Discussion Board: Reactions to Dr. Gressard's interview		
15	<p>The Future of Leadership & Advocacy in Counseling</p> <p>Recorded Lecture: Current advocacy needs in counseling and their potential impact on the future of the profession</p> <p>Discussion Board: How do you see yourself as a future counseling leader and advocate?</p>	<p>Chang Ch. 18</p> <p>Storlie Ch. 17 & 18</p> <p>Documents on Canvas</p>	
16	<p>Presentation of Social Justice Advocacy Projects</p> <p>Comments must be posted by 11:59PM on Sunday</p>		