

**Dewar College of Education and Human Services
Valdosta State University
Department of Psychology, Counseling, and Family Therapy**

**SCHC 7830
Consultation and Advocacy
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

**(Adapted from the Georgia Systemic Teacher Education Program Accomplished
Teacher Framework)**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

COURSE DESCRIPTION

Prerequisite: SCHC 7010. An emphasis will be placed on skills and competencies in the areas of consultation and advocacy that allow the student to function effectively as a consultant in the school system and as an advocate for all students.

REQUIRED TEXTBOOK/RESOURCE MATERIALS

Parsons, R.D. & Kahn, W. J. (2004). *The school counselor as consultant: An integrated model for school-based consultation*. Belmont, CA: Brooks/Cole.

Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap*, 2ed. Thousands Oaks, CA: Corwin Press.

Additional assigned articles can be found on Blazeview.

OTHER SCHOOL PROFESSIONAL PROGRAM LEVELS OF PREPARATION

Proficiency Standards

O-TL1.2 Examines the use of on-line learning communities as a platform for professional collaboration, shared teaching, and professional development (NETP, 2010, p. 42; NETS-T, 2008, p. 10). This standard is assessed with student learning outcome (CACREP standard 1d.) “models of school-based collaboration and consultation.” This standard is assessed with the Consultation Project.

COURSE OBJECTIVES

M.ED SCHOOL COUNSELING OUTCOMES –Knowledge and Skills:

Students will understand:

CACREP Core Standards:

1e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

2.c. multicultural counseling competencies

5c. theories, models, and strategies for understanding and practicing consultation

CACREP Specialty Standards

1d. models of school-based collaboration and consultation

2b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies

2c. school counselor roles in relation to college and career readiness

2.f. competencies to advocate for school counseling roles

3i. approaches to increase promotion and graduation rates

3k. strategies to promote equity in student achievement and college access

COURSE TOPICS

1. Counseling and Advocacy
2. Counselors as Agents of Social Change
3. Social Change, Diversity, and Oppression
4. Leadership
5. Profession, Ethical, and Legal Issues

6. Characteristics of Consultants and Consultees
7. Generic Model of Consultation
8. Stages of Consultation
9. Models of Consultation

METHODS OF INSTRUCTION

1. Discussion
2. Case Studies
3. Synchronous class meetings
4. Collaborative Groups

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Activities:

1. Readings
2. Case studies
3. Presentations
4. Writing assignments

Assignments

Achievement and Access Advocacy Project and Presentation: You will develop an advocacy plan and a presentation that would be presented to a group of stakeholders. The project must detail ways in which you plan to implement strategies that promote equity in student achievement and college access in your schools. The paper rubric is used to assess. Additional instruction for the assignment and evaluation rubrics can be found at the end of the syllabus. Note that this assignment requires APA style in the paper and presentation.

Consultation Project: You will work develop a consultation plan that would be presented to a group of stakeholders, specifically families, P-12 and post-secondary personnel, and community members. Approach this project as though you have been asked to come into the school as a consultant in the chosen school and community. Your consultation will focus on increasing promotion and graduation rates in the school by pulling together the resources of the stakeholders. Additional instruction for the assignment and evaluation rubrics can be found at the end of the syllabus. Note that this assignment requires APA style in the paper and presentation.

Case Studies: Students will apply consultation theories and advocacy strategies to evaluate two case studies. Should follow APA format and be approximately two pages long.

Reading Responses and Blackboard Collaborate Discussion Groups:

- **Reading Responses:** Students will work individually to answer questions about assigned readings from the texts and on assigned readings. The questions can be found on Blazeview content, Reading Responses.

Final Exam: Students will complete a comprehensive final exam (all texts, articles, handouts, discussion, etc.)

COURSE EVALUATION

Case Study I	5 points
Access Advocacy Project*	15 points
Case Study II	5 points
Reading Responses (3 – 5 points each)	15 points
Consultation Project*	15 points
Final Exam (essay questions)*	20 points
	Total 100 points

- **Please note that originality checking software is used on all assignments.**
- ***Indicates that the assignment must be submitted to Live Text as well.**

ATTENDANCE

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the students to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism. Online work is generally conducted asynchronously and does not require students to be online at scheduled times. There may be occasional synchronous class activities such as video presentations that will be scheduled. Class meetings (dates to be announced on the course schedule) will also occur online through Blackboard Collaborate, and students are expected to be present.

PROFESSIONALISM

Students will act in a professional manner in the school and the classroom. This means that you will turn papers in on time, communicate in a timely manner, participate in online classes, and be respectful to those you are working with. When involved in online activities, students will conduct themselves in a respectful manner using appropriate netiquette. Professionalism also includes providing thought-provoking questions and unique responses in stakeholder feedback.

Students will provide feedback to the instructor regarding the participation of each group member on the group activities/projects. This information will guide the instructor in determining final professionalism grades.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the

institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at

<http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

M.Ed. School Counseling Outcomes

Assignment	CACREP Specialty Standard Outcomes	Evaluation
Achievement and Access Advocacy Project Key Performance Indicator	3.k. Strategies to promote equity in student achievement and college access.	Assessment of Advocacy Plan with Paper Rubric
	2.c. School counselor roles in relation to college and career readiness 2.f. Competencies to advocate for school counseling roles.	Assessment of Consultation Project with Paper Rubric
Consultation Project Key Performance Indicator	1.d. Models of school-based collaboration and consultation. 2.b. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies. 3.i. Approaches to increase promotion and graduation rates. Core 2c. Multicultural counseling competencies	Assessment of Consultation Project with Paper Rubric
Addressed in readings, discussion groups.	CACREP Core Standard Outcomes 1.e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. 5.c. Theories, models, and strategies for understanding and practicing consultation.	exam

ASSIGNMENTS

Achievement and Access Advocacy Project Must be submitted to Blazeview and to Live Text

CACREP Standards:

- 3.k. Strategies to promote equity in student achievement and college access.
- 2.c. School counselor roles in relation to college and career readiness.
- 2.f. Competencies to advocate for school counseling roles.

You will need to choose a school and community on which to base your strategic plan. See section 5 for details.

The project has two pieces, the written report (which includes your strategic plan for working with stakeholders) and the PowerPoint presentation. Keep in mind that the presentation should be created as if it were a presentation to a group of stakeholders. **It must be directly related to implementing strategies to promote equity in student achievement and college access.**

I. Written Report (APA paper – additional research required in addition to our texts – minimum 5, scholarly, peer-reviewed articles). Use APA headings to organize.

1. Include an introduction and rationale. Give an overview of the presentation including the reasons for its choice, the ideas you will cover, the time frame, handouts, and the PowerPoint or related technology you will use for the presentation piece.
2. Discuss advocacy in school counseling. Discuss why school counselors advocate for appropriate school counseling roles. Describe five ways that school counselors can advocate for appropriate roles. This info should then lead into how school counselors can advocate for equity for all students in terms of student achievement and college access. Discuss the role that school counselors play in relation to college and career readiness.
3. Give an overview of the inequity found in schools in terms of student achievement. What factors have led to this inequity? How is it experienced by different groups of students? Discuss the importance of school counselor advocacy to address inequity in student achievement and college access. Discuss various interventions school counselors use to challenge inequity in student achievement.
4. Next, focus your discussion on issues related to college access. What is college access? How do school counselors assist students with college access and what are the counselor roles? What factors lead to the inequities in college access? Discuss various interventions school counselors use to address the inequities in college access.
5. For the final section, your strategic plan, you will need to choose a specific school and community to base your plan on so that you are using real data. The goal of this section is to **discuss your strategic plan to work with stakeholders to advocate for students affected by the inequities in student achievement and college access.** Include data from the school that shows the gaps in student achievement and college access for students at your chosen site. Use tables for the data. Define who your stakeholders/members of your team are. Define specific strategies you and your team of stakeholders will use to promote equity in student achievement and college access in the

community of your choice. Your plan should be detailed and include a timeline and specific strategies/interventions for all involved in the project. (This section will be lengthy and will require additional research for ideas.)

6. This paper portion of this assignment is worth 10 of the 15 points and is assessed with the paper rubric with the CACREP standards assessed in the integration of knowledge and depth of discussion sections.

II. PowerPoint and Videotaped Presentation - apx 30 minutes long

Use the ideas from the paper to create a PowerPoint to present to your stakeholders. The presentation will not include each point from the paper, just the info you would present to your stakeholders to inform them of your plan. Your presentation must be uploaded to BlazeView and recorded in Blackboard Collaborate. Assessed with the presentation rubric.

Consultation Project Must be submitted to Blazeview and to Live Text

CACREP standards:

- 1d. models of school-based collaboration and consultation
 - 2b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
 - 3i. approaches to increase promotion and graduation rates
- Core 2.c. multicultural competency standards

For this paper, plan, and presentation, you are acting in the role of school counselors as consultants. First, determine a school as a target site around which to base your work as consultants. Collect and discuss data/information about the school and its community. The systems problem you have been contracted with for your consultation is to find approaches to increase promotion and graduation rates at the school.

I. Written Report (APA paper – additional research required in addition to our texts; minimum additional resources 5 scholarly, peer-reviewed articles)

The paper will include the following and must use APA headings:

Section I

- should include an overview of, rationale for, and brief description of the plan. Also discussion of the importance of consultation.
- discuss the various theories, models, and processes of collaboration and consultation in schools. Explain the consultation model you've chosen for this project and why. (You are consulting on a systems problem.)
- overview of the most common factors in the lives of students faced with challenges in being promoted and graduating

- brief overview/profile of the school and community including barriers and noted opportunities in the community that promote and impede promotion and graduation rates
- see the checklist from page 126 of the Holcomb-McCoy book to provide a perspective about your own multicultural competence as a school counselor. **Then use the Multicultural Counseling Competencies found on Blazeview to assess your multicultural competency.** Discuss your self awareness found after considering these standards. Next discuss the specific multicultural counseling competencies you will need to consider and that could be challenges for you to be successful with your group of stakeholders and why. This section should be apx. two pages.
- a clear statement of the problem leading to the consultation, one tied to promotion and graduation rates
- how the problem is manifested in the system. Discuss the school's decision to bring you in as a consultants on the problem of promotion and graduation.

Section II

- define your consultation plan to increase promotion and graduation rates. Define specific strategies you and your team of stakeholders (families, other P-12 and postsecondary school personnel, and community agencies) will use to increase promotion and graduation rates. Include data from the school that shows the gaps in promotion and graduation rates. Your plan will be a detailed and specific consultation plan that defines how you as the school counselor(s) will collaborate with others to increase promotion and graduation rates. Your plan should be detailed and include a timeline and specific strategies/interventions for all involved in the project. (This section will be lengthy, will require additional research, and will define each person's role in solving the problem.)
- include the potential impact of this consultation project on the school and community

Paper Rubric (Point distributions for components will be posted prior to due date.)

	Target	Acceptable	Unacceptable
Paper Components			
INTEGRATION OF KNOWLEDGE CACREP Standards Addressed:	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
TOPIC FOCUS	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is not clearly defined.
DEPTH OF DISCUSSION (Each component from assignment details is discussed.)	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
COHESIVENESS	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts.

	an understanding of the relationship among material obtained from all sources.	relationship among material obtained from all sources.	Writing does not demonstrate understanding any relationships
SPELLING & GRAMMAR	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
APA Style			
APA Format (Headings, double spaced, margins, etc)	The paper is formatted using APA format.	At least 80% of the paper is formatted using APA style.	The paper is not formatted using APA style.
SOURCES	The paper meets or exceeds the minimum number of required sources. Sources include both general background sources and sources from peer reviewed journals. All web sites utilized are authoritative.	At least 80% of the required number of sources is present. All web sites utilized are authoritative.	Less than 50% of the required sources are present in the paper. Not all web sites utilized are credible, and/or sources are not current.
CITATIONS	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Does not cite sources.
References	References are formatted using APA style	At least 80% of the references are formatted using APA style	Less than 50% of the references are formatted using APA style.

Adapted from: Whalen, S. "Rubric from Contemporary Health Issues Research Paper"
http://academics.adelphi.edu/edu/hpe/healthstudies/whalen/HED601_r2.sht

Abbreviated Assessment Rubric for Presentations

	<u>Target</u> (points)	<u>Acceptable</u> (points)	<u>Unacceptable</u> (points)
Organization	Information is presented a logical, interesting sequence	Information is in a logical sequence	Cannot understand presentation--no sequence of information
Rationale/Introduction	Topic is clearly introduced with relevant data (when appropriate)	Rationale/introduction includes most of the required information	Rational/introduction lacks content and relevant data
Subject Knowledge	Demonstrates full knowledge of the topic through by answering all class questions with explanations and elaborations	At ease with expected answers to questions but does not elaborate	Does not have a grasp of the information. Cannot answer questions about subject
Graphics	Explain and reinforce screen text and presentation	Relate to text and presentation	Uses superfluous graphics or no graphics
Screen Design	Includes a variety of graphics, text, and animation that exhibits a sense of wholeness. Creative use of navigational tools and buttons	Includes a variety of graphics, text, and animation. Adequate navigational tools and buttons	Either confusing or cluttered, barren or stark. Buttons or navigational tools are absent or confusing
Oral Presentation Elocution/	Maintains eye contact and pronounces all terms precisely. All audience members can hear	Maintains eye contact most of the time and pronounces most words correctly. Most audience members can hear presentation	Reads with no eye contact and incorrectly pronounces terms. Speaks too quietly