PSYC 862 Leadership and Advocacy  
Wednesdays 2:30-5:00  
(Other dates/times as indicated on schedule)  
Room TBD  
Summer 2013

Instructors: Debbie C. Sturm, PhD, LPC (SC)  
Office: Johnson 105  
Office Phone: 540.568.4564  
Email: sturmdc@jmu.edu  
Office Hours: By appointment

I. Course Description

The purpose of this course is to provide a student-directed experience to encourage active participation in the ongoing process of counselor education. The seminar is designed to foster professional identity and leadership/service to the counseling profession, insure that students are informed about current developments within the counseling profession, and assist students in integrating various aspects of the doctoral program. Professional, ethical and social advocacy issues also are addressed throughout this seminar.

II. Course Objectives & CACREP Doctoral Standards

By the end of the course, students will be able to know, understand, and/or demonstrate competency in the following areas:

FOUNDATIONS  
A. Doctoral program objectives address the professional leadership roles of counselor education, supervision, counseling practice, and research competencies expected of doctoral graduates.

B. It is expected that doctoral students will have experiences designed to help them accomplish the following:

1. Develop an area of professional counseling expertise as demonstrated through scholarly publications and/or presentations.
2. Develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public.
3. Participate in appropriate professional counseling organizations.
4. Contribute to and promote scholarly counseling research.
**LEADERSHIP AND ADVOCACY**

I. Knowledge

1. Understands theories and skills of leadership.
2. Understands advocacy models.
3. Identifies current multicultural issues as they relate to social change theories.
4. Understands models, leadership roles, and strategies for responding to community, national, and international crises and disasters.
5. Understands current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.

J. Skills and Practices

1. Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.
2. Demonstrates the ability to advocate for the profession and its clientele.

III. Required Texts


Recommended:

Professional Counseling Excellence through Leadership and Advocacy, by Chang, Barrio Minton, Dixon, Myers, & Sweeney (Eds.). Available through Routledge. [http://www.routledgema](http://www.routledgeme)

Required Reading:

The following readings are all posted on BlackBoard (with the exception of the ACA Codes of Ethics) and will be used during this course. You can find them listed under “Content”:

- e. Advocacy for counseling and counselors: A professional imperative (Myers, Sweeney, & White, 2002);
f. Leadership and the profession of counseling: Beliefs and practices (West, Bubenzier, Osborn, Paez, & Desmond, 2006);
g. Bringing advocacy counseling to life: The history, issues, and human dramas of social justice work in counseling (Kiselica and Robinson, 2001);
h. Social justice: A national imperative for counselor education and supervision (Chang, Crethar, & Ratts, 2010).

V. Course Format

1. **Regular Class Structure** Every class session will be structured in a similar manner and will include a combination of experiential learning, lecture, discussion, and reading. The standards of preparation and contribution to the overall discussion are significantly high for doctoral students and your full engagement in the co-creation of this experience is expected.

2. **Class Participation and Student Conduct** Each student is expected to attend **ALL** class meetings. If you feel that there are circumstances that will inhibit your ability to be fully present for this class, please let us know as soon as the situation arises, so that we can coordinate with you taking the course at a time when you can be successful.

Cell phone use, texting, and use of the internet will not be allowed during class. The following consequences of will occur if you choose to engage in disruptive behavior: (a) first we will ask you, privately, to stop, and (b) second, you will be dismissed for the remainder of the class.

We prefer students not use laptops during classes. While you may be perfectly responsible in the use of your laptop for note-taking, it is shown that even the use of one laptop in a class creates what is referred to as a “cone of distraction” for those in the vicinity.

The course is designed to be student-centered which means active participation is critical. It is expected that all students will come to class prepared. This also means completing all assigned readings before coming to class.

**Expectations for Class Participation:** As your instructor I expect “Excellent Participation” as defined below. Poor participation will not be tolerated and students will be dismissed for the remainder of the class.

<table>
<thead>
<tr>
<th>Excellent Participation</th>
<th>Average Participation</th>
<th>Poor Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions in the class that indicate one has read and is up to date in counseling theories/skills, leads discussion, offers pertinent and succinct information without dominating the conversation, invites others in the class to participate in the discussion, and is open to sharing how one is affected by his/her profession.</td>
<td>Reacts to the contributions of others, responds when called upon by the instructor or peers, shows that one is following the class discussions yet does not contribute often and does not lead conversations.</td>
<td>Absent and/or disregard and disrespect for peers and the instructor. This also includes non-verbal relational aggression (e.g., eye rolling).</td>
</tr>
</tbody>
</table>

Presbury & Sturm
**Display of Professionalism:** Licensure as a Professional Counselor carries with it a great deal of responsibility. Whether a counselor is helpful, ineffective, or even harmful pertains primarily to issues of competence and professionalism. It is assumed that a counseling student’s behavior in class is generally an indicator of his or her future behavior as a counselor. Thus, students are appraised based on professionalism displayed during class. Counseling students display professionalism, and build competence by arriving on time for class, by engaging fully in class lectures and activities, and by demonstrating professional attitudes, and professional character. These factors are evaluated based on one’s ability to convey warmth, genuineness, respect, and empathy in interactions with classmates, and the instructor. Students need to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately.

**VI. Course Requirements**

1. Given the amount of learning involved in class, your attendance is critical to successful completion of the course;
2. Actively participate in weekly discussions, activities, and course assignments;
3. Act and present yourself in a professional manner;
4. Complete all indicated readings and written assignments;
5. Actively and openly communicate so that we can make this course a learning experience for all of us.

**VII. Grading**

The grade you receive for each assignment, and for the course, is the grade you earn. In order to pass this course, all assignments must be completed in alignment with the guidelines below. If you have questions about grading, you must see the course instructor as your questions arise; not after you have handed in your work or earned your grade. All assignments are due at the beginning of class in hard copy. Assignments that exceed the page limit will not be graded. Electronic documents and documents that have been slid under my office door will not be accepted.

**Written Work**

All written work must be typed and follow APA format. Every document you submit needs to include a title page. Graduate level work needs to be typed double-spaced on one side of a page. Assignments that do not follow this established criterion will be given back to the student to do again.

Writing style should be formal, without use of contractions, slang, or abbreviations. The guide for the style is the *Publication Manual of the American Psychological Association, (6th ed.)*. You may visit for more information. Be sure to carefully proof read all work before submitting it for evaluation. Students are expected to display good writing skills in all written work. You will be given a grading rubric for each assignment at least two weeks before the deadline.

**Late Assignments**

Assignments will be penalized ten (10) points for each late day. Assignments will not be accepted after five (5) days and will average as a “zero.” Students can view assignment due dates in the syllabus itinerary, as well as the course web site.
### Ethics

**a.** You will each review and comment on proposed changes to the ACA Code of Ethics prior to the May 30th deadline. The link provided by ACA is: [http://www.counseling.org/knowledge-center/ethics](http://www.counseling.org/knowledge-center/ethics)

The “Call for Feedback” is listed here:

Call for Feedback on the First Draft of the 2014 ACA Code of Ethics

After reviewing input received from members, counseling organizations, and counselor licensing boards, the ACA Ethics Revision Task Force has completed the first draft of the 2014 ACA Code of Ethics. ACA members, counseling organizations (defined as those participating in 20/20: A Vision for the Future of Counseling), and state counselor licensure boards are invited to review the draft and submit comments.

To review the overview of revisions, the draft revision, and to provide feedback, visit the ACA ethics page at [http://www.counseling.org/knowledge-center/ethics](http://www.counseling.org/knowledge-center/ethics) The links are halfway down the page in the middle column.

Comments can be submitted through May 30 and all feedback is greatly appreciated.

David Kaplan
ACA Chief Professional Officer

**b.** As a class, we will construct multiple vignettes reflecting current ethical “slippery slopes” and will help facilitate discussion during the Summer Institute 2013 session on Ethics. This will be held from 4:00-6:00 on Wednesday, June 19th, and your participation will be in lieu of class. If you need 2 hours of ethics professional development training, you will be provided with a certificate of completion.

### Leadership

**a.** You will write a 3-5 page reflection on your personal definition and philosophy of leadership and advocacy. This reflection must include a brief review of the current literature on leadership and advocacy. [CACREP I:1&2]

**b.** You will interview someone (via face to face or via Skype) who you consider to be a leader in the counseling profession. Write a 3-5 page summary of the interview as well as your personal reaction to that interview. How did the interview support or challenge your definition of leadership and also your understanding of the skills necessary to be a good leader? What did you learn from this interview that will make you a better leader? [CACREP I: 1]

**c.** Based on your philosophy of leadership, develop your own personal action plan for leadership. This can include current as well as future leadership endeavors. In your action plan, include action steps for accomplishing those leadership
goals as well as the skills that you have that will make you an effective leader.
Provide a brief summary of your philosophy of leadership along with your plan of action [CACREP :1]

### Advocacy

a. Develop your own personal social justice plan based on Lee’s (2007) five personal action steps (Maximum 2 pages).

b. Using the ACA Advocacy Competencies, develop class lessons or activities representing each of the competencies. You may choose from any of the eight core subject areas: Assessment, Research, Development, Theories, Techniques, Career, Multicultural, Group or from one of the two main areas of study: Clinical Mental Health Counseling or School Counseling. Core subject areas will be decided by the group. Collaboration on ideas is perfectly acceptable but the final product should be your own work.

Format should include:
1. Competency Addressed;
2. Core Subject Area;
3. Specific Topic Being Addressed;
4. Purpose of lesson;
5. Materials needed and other considerations;
6. Detailed instructions;
7. Processing questions.

### Participation

As with all doctoral level classes, your attendance and participation is critical not only to your learning but to the learning of everyone in the course. Doctoral studies are highly student centered and student influenced. There is a good amount of outside reading to help fuel in-class discussions and generate some great wonderings. All of the assignments are designed also as great opportunities for in-class and out-of-class discussions. Look to yourselves and to each other to get the most possible out of this experience.

*One of the goals of this class is to help you begin to develop a solid professional portfolio. On the final day of class, we will have a representative from JMU CIT come and share information on online portfolio resources and processes.
**University and Department Policy**

**Academic Honesty:**
Making references to the work of others strengthens your own work by granting you greater authority and by showing that you are part of a discussion located within an intellectual community. When you make references to the ideas of others, it is essential to provide proper attribution and citation. Failing to do so is considered academically dishonest, as is copying or paraphrasing someone else’s work. The consequences of such behavior could range from failure on an assignment to failure in the course to dismissal from the University.

Because the disciplines of the Humanities value collaborative work, you will be encouraged to share ideas and to include the ideas of others in our papers. Please ask if you are in doubt about the use of a citation. Honest mistakes can always be corrected or prevented.

The JMU Honor Code is available from the Honor Council Web site: .

**Inclement Weather:**
This class will follow the JMU inclement weather policy, which states “For the safety and well-being of its students and employees, the university may close or limit its services based on inclement weather or other emergencies.” If the decision to close is made, appropriate notification will be made on:

- JMU Weather Line 540-433-5300
- JMU Radio Station 1610AM
- JMU Home Page
- Local radio and television stations.

The inclement weather policy can be found in its entirety at [http://www.jmu.edu/JMUpolicy/1309.shtml](http://www.jmu.edu/JMUpolicy/1309.shtml)

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**Grading Table**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics Assignments</td>
<td>25</td>
<td><strong>A= 100-90 points</strong> “given for excellent work”</td>
</tr>
<tr>
<td>Leadership Assignments</td>
<td>25</td>
<td><strong>B= 89-80 points</strong> “meets Graduate College expectations”</td>
</tr>
<tr>
<td>Advocacy Assignments</td>
<td>25</td>
<td><strong>C= 79-70</strong> “work below Graduate College expectations”</td>
</tr>
<tr>
<td>Participations</td>
<td>25</td>
<td><strong>D= 69-60</strong> “work significantly below average quality and indicates that the course must be retaken”</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>F= 59 and below</strong> “indicates failure and means the class must be taken again with a passing grade before credit is allowed”</td>
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</tbody>
</table>
If you have special commuting needs, please contact me at to discuss.

Disability Accommodations

If you need an accommodation based on the impact of a disability, you should contact the Office of Disability Services (Wilson Hall, Room 107, 540-568-6705) if you have not previously done so. Disability Services will provide you with an Access Plan Letter that will verify your need for services and make recommendations for accommodations to be used in the classroom. Once you have presented me with this letter, you and I will sit down and review the course requirements, your disability characteristics, and your requested accommodations to develop an individualized plan, appropriate for this course.

JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107 and you may call 540-568-6705 for more information.

Religious Observation Accommodations
All faculty are required to give reasonable and appropriate accommodations to students requesting them on grounds of religious observation. The faculty member determines what accommodations are appropriate for his/her course. Students should notify the faculty by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity.
## Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 16</td>
<td>Thursday</td>
<td>9:00-4:00**</td>
<td>Professional Identity</td>
<td></td>
</tr>
<tr>
<td>May 29</td>
<td>Wednesday</td>
<td>2:30-5:00</td>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td>June 5</td>
<td>Wednesday</td>
<td>2:30-5:00</td>
<td>Leadership &amp; Ethics</td>
<td></td>
</tr>
<tr>
<td>June 12</td>
<td>NO CLASS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 19</td>
<td>Wednesday</td>
<td>4:00-6:00</td>
<td>Ethics Workshop</td>
<td>GOAL: Completion and Submission of Leadership &amp; Ethics assignments.</td>
</tr>
<tr>
<td>June 26</td>
<td>NO CLASS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 3</td>
<td>Wednesday</td>
<td>2:30-5:00*</td>
<td>Advocacy Competencies (Clients)</td>
<td></td>
</tr>
<tr>
<td>July 10</td>
<td>Wednesday</td>
<td>2:30-5:00</td>
<td>Advocacy Competencies (Teaching &amp; Scholarship)</td>
<td></td>
</tr>
<tr>
<td>July 17</td>
<td>Wednesday</td>
<td>2:30-5:00</td>
<td>Advocacy Competencies (Systems and Profession)</td>
<td></td>
</tr>
<tr>
<td>July 25</td>
<td>Thursday</td>
<td>9:00-4:00**</td>
<td></td>
<td>GOAL: Completion and Submission of Advocacy Assignments</td>
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</tbody>
</table>

*Time/day is negotiable due to holiday.
**Combined with Michele’s Counselor Education class.

The instructor reserves the right to revise the syllabus to facilitate instruction. Changes will be posted on the course web.
Additional Resources


