**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

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| --- | --- | --- |
| 1. | **Course Number:** | COUN 8700 |
|  | **Course Title:** | Diversity and Social Justice in Counselor Education |
|  | **Credit Hours:** | 3 Semester hours |
|  | **Prerequisites:** | COUN 7330 or equivalent |
|  | **Co-requisites:** | None |
|  | **Semester/Year:** | Fall 2020 |

**Instructor:** Malti Tuttle, PhD, LPC, NCC, NCSC

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Office: 2058 Haley Center

Office Hours: By appointment

1. **Date Syllabus Prepared:** January 2018, Fall 2020
2. **Required Text**

Adams, M., Blumenfeld, W. J., Catalano, C.J., DeJong, K.S., Hackman, H. W., Hopkins, L.E., Love, B.J., Peters, M. L., Shlasko, D., & Zuniga, X. (2018). *Readings for diversity and social justice* (4th ed.). New York, NY: Routledge.

**Required Articles and Online Resources**

Association of Lesbian, Gay, Bisexual, and Transgender Issues in Counseling. (2009). *Competencies for counseling with transgender clients.* Alexandria, VA: Author.

Edwards. K. E. (2006). Aspiring social justice ally identity development: A conceptual model. *NASPA Journal, 43*, 39-60.

Harper, A., Finnerty, P., Martinez, M., Brace, A., Crethar, H., Loos, B., … Lambert, S. (2009). *ALGBTIC Competencies for Counseling LGBQIQA*. Retrieved from https://www.counseling.org/docs/default-source/competencies/algbtic-competencies-for-counseling-lgbqiqa.pdf?sfvrsn=14

Haskins, N. H., & Singh, A. (2015). Critical race theory and counselor education pedagogy: Creating equitable training. *Counselor Education and Supervision, 54*, 288-301. doi:10.1002/ceas.12027

Kenney, K. R.,Kenney, M. E., Alvarado, S. B. Baden, A. L., Brew, L., Chen-Hayes, S. ... Singh, A. A.(2015). *Competencies for counseling the multiracial population.*Retrieved from https://www.counseling.org/docs/default-source/competencies/competencies-for-counseling-the-multiracial-population-2-2-15-final.pdf?sfvrsn=14

Lee, C. C. (2012). Social justice as the fifth force in counseling. In C. Y Chang, C. B. Minton, A. L. Dixon, J. E. Myers, & T. J. Sweeney (Eds.), *Professional counseling excellence through leadership and advocacy* (pp.109-120)*.* New York, NY: Routledge/Taylor & Francis Group.

Lewis, J., Arnold, M. S., House, R., & Toporek, R. (2003). *Advocacy competencies.* Retrieved from https://www.counseling.org/docs/default-source/competencies/advocacy\_competencies.pdf?sfvrsn=9

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, K., & McCullough, J. R. (2015). *Multicultural and social justice counseling competencies*. Retrieved from https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20

Sue, D. W., Arrendondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Counseling and Development, 70*, 477-486.

Trahan, D. J., & Lemberger, M. E. (2014). Critical race theory as a decisional framework for the ethical counseling of African American clients. *Counseling and Values, 59*, 112-124. doi:10.1002/j.2161-007X.2014.00045.x

1. **Course Description**

This advanced course provides students with information about issues of diversity and social justice. Students apply this information to their roles in the counseling profession, specifically as future counselor educators and leaders of the profession.

1. **Course Objectives**

In this course students will:

* 1. Reflect on and gain a greater understanding of their own and others’ cultural contexts, including the presence of intersectionality (CACREP 2016, 2.F.2.d)
  2. Be able to identify and understand the effects of socially constructed privilege and power (CACREP 2016, 2.F.2.e)
  3. Be able to identify and describe different types of oppression (i.e., racism, sexism, classism, heterosexism, etc.), and understand specific theories of oppression, including strategies to address these issues (CACREP 2016, 2.F.2.b; 2.F.2.h)
  4. Describe and demonstrate ethical and culturally relevant counseling interventions (CACREP 2016, 2.F.2.c; 6.B.1.f)
  5. Describe and demonstrate culturally relevant strategies used in counselor preparation (CACREP 2016, 6.B.3.h)
  6. Understand models and competencies for counseling diverse clients and serving as an advocate at the individual, system, and policy levels. Students will engage in advocacy at one or more of these levels (CACREP 2016, 2.F.2.c; 2.F.2.h; 6.B.5.j)
  7. Understand the connections between social justice, advocacy, and multicultural counseling in the counseling profession, and be able to implement ethical leadership strategies as counselors, supervisors, and counselor educators to address these issues (CACREP 2016, 2.F.2.h; 6.B.5.k; 6.B.5.l)

1. **Course Requirements**
   1. Readings and Class Participation. In order to give yourself a sound foundation in diversity and social justice issues in counselor education, please keep up with the assigned readings. Students are expected to come to class having read the required material for that day, and to contribute to class discussions, including being prepared to discuss one or two specific points from the readings. Students will earn one participation point each week by contributing to the discussion. Quizzes may be incorporated if it becomes evident that students are not coming to class having read the required material. Further, class attendance is essential for your learning as well as that of your peers. Tardiness and absences from class will negatively impact your learning as well as your grade.
   2. Culturally Competent Counseling Presentation and Demonstration. Students will work in pairs to teach the class about a culturally relevant counseling strategy or intervention, including providing a demonstration or illustration. In addition to the content of the presentation, students will also be graded on their teaching and are expected to practice culturally competent teaching strategies. Presentation materials should be uploaded to Canvas. Presentations should be approximately 45-60 minutes, and must include the following components:
      1. *Cultural relevancy of the intervention* – Students should identify a counseling strategy or intervention that was developed specific to a diverse group or adapt a generic counseling intervention to be culturally relevant, with a specific client/group in mind. Students must fully describe how this strategy is culturally relevant to a specific group or client.
      2. *A comprehensive description of the content and process components of implementing the intervention* – Students provide thorough descriptions about what counselor does to implement this strategy or intervention and how he or she do does it.
      3. *Clinical utility of the intervention* – Students must describe when/for what presenting issue might this intervention be useful. Further, they should describe the research/empirical support for this intervention in general and/or with a specific group.
      4. *Expected outcome* – Students should describe what the counselor anticipates will happen as a result of this intervention. Further, describe how the counselor will know what the outcome is (how will it be evaluated)?
      5. *Demonstration* – Students will show the class how this intervention is used thorough a planned demonstration. This can be done via a live or recorded role-play, a case study, or another method developed by the student partnership. The demonstration should be grounded in a specific client case, described to the class prior to the demonstration. If the client case is based on a real client, information that could possibly identify the client must be removed or changed.
   3. Advocacy/Social Justice Actions. During the semester, students will seek out and engage in advocacy and/or social justice activities. Students should aim for a *minimum of fifteen hours* of action during the semester. Examples include volunteering at specific agencies or community groups, participating in existing advocacy/social justice events (walks/run, marches), or working to revise policies/procedures or implementing programming with an advocacy or social justice aim within your current workplace. Students must document their activities and time spent in the Advocacy and Social Justice Action Log for this course.
   4. Social Justice and Me Paper. The purpose of this paper is for you to take an honest inventory of how you have been and how you intend to apply the information and learning from this course in your professional and personal lives. I encourage you to work on this paper throughout the semester as an ongoing, evolving account of your growth and development in the course. The final paper should be between 12 and 15 pages, excluding a reference list and title page. APA style formatting is required. This paper should include the following sections, each with its own header in your paper (please word these headers as you see fit):
      1. *Understanding my culture.* Describe how you currently understand your culture and how you have grown in your understanding of your culture in the greater social world throughout this semester. Include your understanding of and examples of the privileges you have because of the various groups you belong to, especially specific examples you recognized throughout the course of the semester.
      2. *Social justice issues in your life.* Choose one or more social justice issues you have experienced or witnessed in your life, and describe how you have experienced this in your life. For example, if your race, sex, sexual identity, difference of ability, or low SES has impacted your life in a significant way, choose one or more of these (I encourage you to choose something meaningful to you). Then, using the information provided in your text, describe how this problem originated and how it is systematically developed and maintained in our social world. Be sure to describe the impact of these issues on opportunities and barriers. Also describe the authors’ suggestions for how these problems can be addressed. You should be citing specific authors from the course text in this section, and well as any other scholarly sources you wish to use (remember to use APA style formatting).
      3. *Advocacy and social justice in practice.* Describe how you anticipate engaging in advocacy and social justice in the future as a counseling professional and future counselor educator, especially in regard to being an advocate and and ally, but also in your daily work as a leader of the profession. Describe the perspectives and awareness you need to have, as well as specific actions you intend to take as an emerging leader in the counseling professions. Consider both actions related to social justice and advocacy, as well as leadership styles and strategies that consider cultural and social justice implications. You should be citing relevant literature in counselor education (course readings and beyond) in this section.
      4. *Summary.* In this final section, summarize what you have learned by writing this paper and what conclusions you are drawing to take with your as you move forward in your career and life. Also describe your personal experience of writing this paper, including emotions, challenges, and appreciations.
   5. Journal Entries. Each student will submit journal entries during the course. This assignment will be submitted to Canvas prior to the class meeting. This assignment is designed to serve you as a tool for seminar discussion. Each journal entry will be your reactions and thoughts on that week’s material. Since this assignment reflects your subjective experience of these ideas, your grade will be on a credit/no credit scale based on the act of submitting only and meeting minimum page (2 page) requirements. I will provide feedback and reciprocate input via canvas. Students can receive a maximum of 10 points for each completed journal entry, based on the quality and depth of the reflections. Consider the following as a way to structure this journal.

1. Identify at least 3 main points/themes of the readings.

2. Identify at least 3 reactions, feelings, and/or questions inspired by the readings.

3. Provide a brief (1 paragraph) reflection as to how the reading may impact your clinical

practice, conceptualization of clients, self-awareness, and professional development going forward.

Late journals will not be accepted. All journal reflections will remain confidential, although some content expressed in the journals may anonymously be used to supplement class discussion.

1. **Grading and Evaluation Procedures:**

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| --- | --- | --- | --- |
| **Assignment** | **Point Value** | **Due Date** | **CACREP Standards** |
| Readings and Class Participation | 15 | Ongoing | 2.F.2.b; 2.F.2.c; 2.F.2.d; 2.F.2.e; 2.F.2.h; 6.B.5.j |
| Culturally Competent Counseling Presentation and Demonstration | 25 | Variable | 2.F.2.b; 2.F.2.c; 6.B.1.f; 6.B.3.h |
| Advocacy and Social Justice Action Log | 20 | 11/19/20 | 2.F.2.e; 2.F.2.h; 6.B.5.j |
| Social Justice and Me Paper  Journal Entries | 40  100 | 12/3/20  8/27; 9/3;  9/10; 9/24  10/1;10/8  10/15;10/22  10/29; 11/5 | 2.F.2.d; 2.F.2.e; 2.F.2.h; 6.B.5.k; 6.B.5.l  2.F.2.b; 2.F.2.c; 2.F.2.d; 2.F.2.e; 2.F.2.h; 6.B.5.j |
| Total | 200 |  |  |

The following scale will be used:

90-100% =A

80-89.9% =B

70-79.9% =C

60-69.9% =D

Below 60% =F

Please note: Course assignments are due on the dates specified above or when mutually agreed upon in class. When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 10% per day, with no assignments accepted more than 1 week past the due date. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments.

1. **Class Policy Statements**
2. Attendance and Participation: Students are expected to attend class and to be on time for class meetings. Further, students are expected to be prepared for class and to participate in class activities and discussions. Should students need to be absent for any reason, please contact the course instructor before missing that class meeting. Students are allotted one absence without penalty.
3. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences.
4. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
5. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
6. Educational Accessibility Accommodations: Students who need instructional modifications are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
7. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
8. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
   1. Engage in responsible and ethical professional practices
   2. Contribute to collaborative learning communities
   3. Demonstrate a commitment to diversity
   4. Model and nurture intellectual vitality
9. Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). Computers and electronic notepads are welcomed, **but may be used for class purposes only and must not be a distraction.**

**Justification for Graduate Credit:**

This course includes advanced content on multicultural counseling, culturally relevant counselor education, and leadership specific to social justice and advocacy. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2016). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

**Course Schedule**

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| **Week** | **Date** | **Material** | **Readings/Assignments Due** | **CACREP Standards** |
| 1 | 8/20/20 | New Student Orientation  Introduction to the Course  Introduction to Multicultural and Social Justice Issues and Competencies in the Counseling Profession | Lee (2012)  Lewis et al. (2003)  Ratts et al. (2015)  Sue, Arrendondo, & McDavis (1992) | 2.F.2.c  2.F.2.h 6.B.5.h  6.B.5.j |
| 2 | 8/27/20 | Conceptual Frameworks   * Privilege and Difference * Privilege and Disadvantaged Inventory * Intersectionality   Allies | Adams Section 1 (Textbook)  Edwards (2006)  **Journal Entry 1 Due** | 2.F.2.d  2.F.2.e  6.B.5.l |
| 3 | 9/3/20 | Race and Ethnicity  Critical Race Theory | Adams Section 2 (Textbook)  Haskins & Singh (2015)  Trahan & Lemberger (2014)  **Journal Entry 2 Due** | 2.F.2.b  6.B.5.h |
| 4 | 9/10/20 | Race and Ethnicity | Adams Section 2 (Textbook)  Kenney et al. (2015)  **Journal Entry 3 Due** | 2.F.2.b  6.B.5.h |
| 5 | 9/17/20 | Advocacy and Social Justice Work Day | | 6.B.5.k  6.B.5.l |
| 6 | 9/24/20 | Classism  Oppression by the justice system | Adams Section 3 (Textbook)  Watson & Fulambarker (2012)  **Journal Entry 4 Due** | 2.F.2.b  6.B.5.h |
| 7 | 10/1/20 | Religion | Adams Section 4 (Textbook)  **Journal Entry 5 Due** | 2.F.2.b  6.B.5.h |
| 8 | 10/8/20 | Sexism | Adams Section 5 (Textbook)  **Journal Entry 6 Due** | 2.F.2.b  6.B.5.h |
| 9 | 10/15/20 | Heterosexism | Adams Section 5 (Textbook)  Harper et al. (2009)  **Journal Entry 7 Due** | 2.F.2.b  6.B.5.h |
| 10 | 10/22/20 | Transgender oppression | Adams Section 5 (Textbook)  ALGBTIC (2009)  **Journal Entry 8 Due**  **Cultural Presentation Due** | 2.F.2.b  6.B.5.h |
| 11 | 10/29/20 | Ableism | Adams Section 6 (Textbook)  **Journal Entry 9 Due**  **Cultural Presentation Due** | 6.B.5.k  6.B.5.l |
| 13 | 11/5/20 | Ageism and youth & elder oppression | Adams Section 7 (Textbook)  **Journal Entry 10 Due** | 2.F.2.b  6.B.5.h |
| 14 | 11/12/20 | Advocacy and Social Justice Work Day |  | 2.F.2.b  6.B.5.h |
| 15 | 11/19/20 | Working for Social Justice: Visions and Strategies for Change  Leadership and action  (last day of class) | Adams Section 8 (Textbook)  **Advocacy and Social Justice Action Log Due** | 6.B.5.k  6.B.5.l |
| 16 | 12/3/20 | Finals | **Social Justice and Me Paper Due** |  |

**SYLLABUS DISCLAIMER:** The instructor reserves the right to make changes to the syllabus as needed. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via university email.

**COVID-19 Related Policies**

**Statement on COVID-19 Physical Distancing**

Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

**Face Covering Policy**

In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

**Possibility of Going Remote**

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensure that you have access to a computer and Internet.

**Assignments/Schedule Subject to Change Due to Pandemic**

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**In the Event a Student in Class Tests Positive**

Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the Event I Test Positive or Am Required to Quarantine**

If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Zoom Policies**

When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance**

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.