**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** COUN 4970-001

**Course Title: Advocacy in Counseling**

**Prerequisites:**  None

**Credit Hours:**  3 Semester hours credits/Graded

**Class Meeting Times:**  M/W/F 11:00 -11:50 am

**Class Location:**  Haley Center Room 1212

**Instructor:**  Tammy W Montgomery, MS, APC, NCC

**Office:**  Haley Center Room 1223

**Office Hours:** By appointments only

**E-mail:** [**twm0027@auburn.edu**](mailto:twm0027@auburn.edu)

**Syllabus Prepared: May 2019; Revised:** December 2019

**Course Description:**

This course is designed to introduce components of advocacy and social justice in the field of counseling and the related ethical and legal issues. The course will introduce and draw awareness of macrolevel and microlevel oppression and privilege in our society and provide strategies of how to advocate at diverse levels within society.

**Required Textbook:**

Lewis, J. A., Ratts, M. J., & Toporek, R. (2010). *ACA advocacy Competencies: A social justice framework for counselors.* American Counseling Association: Alexandria, VA.

**Scholarship Readings- in Canvas:**

Carter, R. T. (2007). Racism and psychological and emotional injury: Recognizing and assessing race-based traumatic stress. *The Counseling Psychologist*, *35*(1), 13–105. <https://doi.org/10.1177/0011000006292033>

Foss, L. L., Generali, M. M., & Kress, V. E. (2011). Counseling people living in poverty: The CARE model. *Journal of Humanistic Counseling,* 50, 161-171.

Kress, V.E., & Paylo, M.J. (2012). Theoretical foundations of client advocacy. In A.Y. Chang, C.A. Barrio Minton, A.L. Dixon, J.E. Myers, & T.J. Sweeney (Eds.), *Professional counseling excellence through leadership and advocacy* (pp. 121-140). New York, NY: Routledge.

Nassar-McMillan, S. C. (2014). A framework for cultural competence, advocacy, and social justice: Applications for global multiculturalism and diversity. *International Journal for Education and Vocational Guidance,* 14, 103-118. doi 10.1007/s10775-014-9265-3

Ratts, M. J. (2018). Counselor-advocate-scholar model: A postmodern approach to social justice counseling. In M. B. Scholl, & J. T. Hansen (Eds.), *Postmodern perspectives on contemporary counseling issues* (pp. 185-205). Oxford, England: Oxford University Press.

**Optional Textbook:**

Ratts, M. J., & Pedersen, P. B. (2014). *Counseling for multiculturalism and social justice: Integration, theory, and application, 4th Edition.* American Counseling Association: Alexandria, VA.

**Course Objective/**

**Outcomes:**

1. Obtain knowledge regarding the need for addressing oppression and discrimination (racism, sexism, heterosexism, ableism, classism, ageism) in counseling.
2. Demonstrate awareness regarding the role and responsibilities of professional counselors engaging in social justice and advocacy work with clients.
3. Demonstrate strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination with various populations:
4. Gain understanding of ethical and legal issues related to professional counselors engaging in social justice and advocacy; demonstrate the ability to apply this praxis.
5. Demonstrate the ability to critically think about the extent of counselor involvement in advocacy (collaboration with clients, on behalf of clients, client self-advocacy) and the level of advocacy intervention (individual, organization or community, public arena) in counseling.
6. Understand the counselor’s own cultural identity in relation to the client and the target of advocacy including privilege, oppression, communication, values, and intentions.
7. Identify potential allies for confronting the barriers including those within the organization as well as those who have cultural expertise relevant to the client’s issue.
8. Identify the strengths and resources that the client brings to the process of systemic change and communicate recognition of and respect for these strengths and resources.
9. Develop a step-by-step plan for implementing advocacy strategies using the ACA Advocacy Competencies and be able to assess its effectiveness.

**Course Content Outline:**

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| --- | --- | --- | --- |
| **Date:** | **Topic:** | **Reading:** | **Assignment Due:** |
| **Week #1**  **Jan. 8th-10th** | **Welcome and Course Overview;**  Advocacy & Social Justice: A Helping Paradigm for the 21st Century; Five Forces in Counseling and Psychology | Chapters 1  Chapter 2 (Ratts & Pedersen, 2014) | **Pre-ACSA Survey**  Insider/ Outsider Activity |
| **Week #2**  **Jan. 13th- 17th** | Using Appropriate Terminology; Addressing Resistance and Gaining buy-in for Multiculturalism and Social Justice | Chapters 6 & 9 (Ratts & Pedersen, 2014)  Article... Ratts, 2018 | **Scholarship Reflection #1 due into Canvas**  Understanding Cognitive Dissonance Activity |
| **Week #3**  **Jan. 20th- 24th**  **Jan. 20th – Dr. King’s Day** | ACA Advocacy Competencies: An Overview | Chapters 2 & Advocacy Application -Case Studies | Social Media Activity |
| **Week #4**  **Jan. 27th- 31st** | Advocacy Across Populations: It Takes More Than a Rainbow Sticker: Advocacy on Queer Issues in Counseling; | Chapter 4  Foss, et al. (2011) | **Scholarship Reflection #2 due into Canvas** |
| **Week #5**  **Feb. 3rd-7th** | Counseling and Advocacy for Individuals Living in Poverty | Chapter 5 | Gallery Walk Activity |
| **Week #6**  **Feb. 10th- 14th** | ACA Advocacy Competencies with Culturally Diverse Clients- | Chapter 6  Carter (2007) | **Scholarship Reflection #3 due into Canvas** |
| **Week #7**  **Feb. 17th – 21st** | Current Events: YouTube Discussions | **Introduce** Group Project #1- Collaborative Work | 3-Minute Writing Activity on Discussion Board |
| **Week #8**  **Feb. 24th – 28th**  **\*\*\*ASIST Training 27th & 28th** | **Group Project #1-** Diverse Populations Research-Collaboration | Kress, V.E., & Paylo, M. J. (2012). Theoretical Foundations of Client Advocacy | **Midterm in Canvas (28th)**  **Team Building** |
| **Week #9**  **March 2nd – 6th \*\*\***  **AU Transition Conference 2nd-4th** | Diverse Population Research-**using Jigsaw Method-** **Presentation** |  | **Group Project #1 Paper due into Canvas -March 6th** |
| **Week #10**  **March 9th-13th** | **Spring Break, enjoy!** |  |  |
| **Week #11**  **March 16th – 20th** | Advocacy Counseling with Multiracial Populations;  **-**Religion and Spirituality and the ACA Advocacy Competencies | Chapter 7 &  Chapter 8 | **Introduce Group Project #2- Team Building**  Entertainment Personality Group Activity |
| **Week #12**  **March 23rd -27th** | ACA Advocacy Competencies and Women | Chapter 9 |  |
| **Week #13**  **March 30th-April 3rd** | Advocacy for Older Clients | Chapter 10 | **Group Project #2- Case Study Due (April 3rd)** |
| **Week #14**  **April 6th- 10th** | Advocacy in College and University Settings | Chapter 12 | Microaggression Activity |
| **Week #15**  **April 13th- 17th \*\*\***  **ACA Conference in San Diego** | Advocacy and Social Justice: Entering the mainstream of the Counseling Profession | Chapter 22  Nassar-McMillan (2014) | **Scholarship Reflection #4 due into Canvas** |
| **Week #16**  **April 20th – 24th** | Course Wrap-up; Course Evaluation | 5 Minute Presentation | **Service-Learning Project Due**  **Post ACSA Survey** |
| **Week #17**  **April 30th** | **Final Exam 12-2:30pm in Canvas** |  |  |

**Assignments/ Projects:**

**1. Service-Learning Activity-** According to the American Association of Community Colleges, “service learning combines community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility. Service- learning programs involve students in activities that address community-identified needs, while developing their academic skills and commitment to their community.” Thus, students will complete a 5hr service-learning project that involves hands on service in a local community setting. Students will complete a 4-page reflection paper of this experience: (1) page detailing the actual experience; (2) pages comparing and contrasting experiences to the material discussed in class; (1) page examining their growth and role as an advocate; appendix section providing pictures and other relevant information. Student will present this learning activity to the class. **(PowerPoint, handouts, or some artifact(s) should be used in this presentation .) (Students may work in pairs or individually but ALL assignments will be independently submitted. Students must inform the Instructor of their work plan at the onset of this activity.)**

**2. Scholarship Reflection-** Students will be asked to respond to four scholarship readings. Reflection papers will be 1-2 double-spaced pages, 12 Font, and Times Roman format. Student should NOT just summarize the article but tell how it impacts own thoughts and plans/ideas regarding advocacy and social justice. Student should also make connection to what is currently happening in our surrounding world (town, etc...) and think critically of how to become an agent of change.

**3. Group Project #1- Diverse Populations Research-** Students will be divided into groups and assigned a diverse population experiencing individual and systemic marginalization to research. Students should focus on addressing discrimination and other injustices this population encounters. They should define ethical and legal ways to address barriers/ prejudices this group has faced over time. Students are expected to describe ways to advocate at the individual, community, and national level as well as identify well known individuals making their mark as advocates. They should include the detailed role/responsibilities of a counselor and ways to form allyship with others from different professions. **Students must complete a 3-5 page Reaction** **paper,** doubled-spaced, 12 Font/ Times Romans format to turn-in. Lastly, students will use the Jigsaw Method presentation style to share with other students within the class.

**Jigsaw Method-** Is a team learning opportunity. The class is divided into groups and

each group is given a topic described above. After the group has researched, gathered,

and decided how they will present their information; new groups are formed. One member from each of the previously formed groups will create a new task group consisting of a member from each of the previously formed group. Each student is then responsible for teaching the new group what they learned about their population and ensuring they cover the details from above. Every group should be represented in the new task group.

**4. Experiential Activities-** Various activities will occur throughout the semester and will demonstrate to students how oppression, discrimination, and barriers are generated in society. They will give students a clear view of how injustice spreads and is maintained. Within the class discussion, students should share their beliefs related to social justice and advocacy to develop understanding and self-awareness.

**Gallery Walk-** Students will be given the opportunity to reflect, review, or brainstorm about new or old information presented through class discussions or assigned readings. Each student will walk along the exterior of the classroom and respond to questions or statements posted on large post-it sheets. This activity will hold students accountable for the readings and discussions as well as provide them opportunity to view different perspectives from their peers.

**5. Group Project #2- Case Study-Advocacy Plan of Action Project-** Students will analyze a case study provided by the instructor. These analyses should be informed by the ACA Advocacy Competencies model, ACA *Code of Ethics* (2014), relevant state and national laws, and scholarly literature. Students will apply an identified ethical decision-making model to the cases. Students should use complete thoughts and proper grammar as they discuss the 7 Step plan in detail.

**6. Class Participation-** It is expected that students will come to class prepared and ready to participate in class discussions and assigned activities. Students are expected to be attentive and engaged in all class activities. Students should remove any electronic devices that (cell phones) may prevent them from being engaged during each 50 minute class period. There will be weekly in-class exercises/activities assigned throughout the semester. These activities will count towards students’ final class participation grade. **Students must be present to obtain points**. **There will be no make-up days for these exercises.**

**7. Extra Credit Opportunities-** The College of Education has a subject pool operated through SONA system. The system provides students access to sign up for research studies for course extra credit. These studies can be in person or online. You received an email from the SONA administrator asking that you login to the system and create a password. If you are struggling to access this, please email sona@auburn.edu.

For every SONA credit you earn, you earn 2 cumulative bonus points (i.e., NOT points on your final grade). No more than 6 extra credit points can be applied to your grade through SONA. If you have questions about how these extra credit points are applied please email me. If you have questions about participating in studies, please email sona@auburn.edu

**Rubric and Grading-** All assignments must be completed to earn a final grade. Grades will be

**Scale:**  based upon total point accumulation in the course:

**Requirements: Points:**

Midterm: 30

Final Exam: 30

Scholarship Reflection (4): 40(10 each)

Service Learning Activity/Reflection Paper: 50

Diverse Population Research: Jigsaw Method: 50(30/20)

Case Study: Advocacy Plan of Action Project 50

Class Participation: 100

Total: 350

A 90-100%; B 80-89%; C 70-79%; D 60-69%; F <60%

**POLICY STATEMENTS:**

**1. Attendance:** Attendance is expected, and you are responsible for all class material covered in your absence. If you miss a class session, please note that you will not receive credit for in-class activities and discussions; thereby an absence can affect your overall grade. Only individuals with university approved absences will be allowed to make up missed in-class assignments/activities. Arriving late to class, leaving early, leaving class for an extended period of time during class are similar to an absence. Should students need to be absent for any reason, please contact the course instructor before missing that class meeting.

**2. Excused Absences:** Only university excused absences will be accepted. 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 once a week after the absence. Appropriate documentation for all excused absences is required. Please see Student Policy e-Handbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for additional information on absences.

**3. Make-Up Policy:** Arrangement to make up a missed test, in-class activity, or presentation 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.

**4. Academic Honesty:** All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy e-Handbook [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.

**5.** **Disability Accommodations:** Students who need accommodations are asked 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).

**Syllabus Disclaimer:** The course syllabus is a general plan for the course. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via university email.