**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 4973-001

Course Title: Social Justice & Advocacy in Counseling

Credit Hours: 3 semester hours credits/Graded

Class Meeting Times: ONLINE

Class Location: ONLINE

Instructor(s): Dwayne White, M.S., LPC, NCC, CCMHC

Office: Haley Center, Room 2070

Student Hour: Wednesday 10:00 am –11:00 am or by appointment

E-mail: dmw0050@auburn.edu

**Prerequisites:** None

# Text(s): Required:

Lewis, J. A., Ratts, M. J., & Toporek, R. (2010). ACA advocacy

Competencies: A social justice framework for counselors. American Counseling Association: Alexandria, VA.

**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.

**Additional course readings and materials will be delivered via Canvas.**

**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.

**Course Philosophy**

This course will expose students to opportunities to learn about other cultures, challenge beliefs they may hold about individuals from other cultures that may impede their ability to work and live in a diverse society and gain awareness of ways to apply social justice and advocacy in counseling.

The format of the course will consist of two primary components: (a) lecture/discussion, and (b) practical application/self-exploration experiential activities. The lecture component will be didactic in nature and will focus on various key theoretical dimensions of the major conceptual systems and theories related to multiculturalism, social justice, and advocacy. The practical application/ self-exploration experiential activities component is designed to help students bridge the gap between theory and practice through exercises, roleplays, and the use of organizational case studies. In addition, this component will help students apply theoretical aspects of social justice and advocacy to real-life situations and clinical cases.

It is critical that the environment is one of respect and sensitivity and is a safe environment for people to speak and share. As such, I expect that you will approach the content of this course as a student and good citizen who value other people as human beings. **This means that you are expected to make a distinction between your ideas/beliefs that reflect your worldview and those that reflect the body of knowledge. Finally, this also means that hateful speech and actions will not be allowed in the class.**

**Message from Your Instructor**

Welcome to our class! I am elated to share this learning space with you this semester. As an educator, I value collaborating and building professional relationships with students to create a learning environment that supports their development and growth. I facilitate this by being respectful, authentic, flexible, and supportive. Thus, I expect you all to engage in this course because we co-create the learning environment together. Moreover, it is my goal to encourage, motivate, and challenge you to be the highest version of yourself in all dimensions of your being- affective, cognitive, and behavioral; so that you can get the most out of this course. Should you have any questions, concerns, or suggestions at any time during the semester regarding course work, please feel free to contact me by email or schedule a time to meet. War Eagle!!!!!!!

**Course Objectives**

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 Requirements:**

1. **Service-Learning Activity & Reflection Paper** (50 pts):

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 be paired and complete a 5hr service-learning project that involves hands on service in a local community setting or engage in a similar activity. Each student will then individually 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; and add an appendix section providing pictures, logs, audit trail, and other relevant information.

1. **Reader’s Reflections** (5pts x 6 = 30 pts total):

The reading for this class is not casual. To demonstrate that you have read, and engaged with the course readings, a weekly reflection is due, based on the assigned readings, at 11:59 pm on Sunday midnight they are due.

**Reflection Rubric**

1. Unpacks at least 2 specific concepts or points from the readings (with in-text citations). (1point)
2. Relation of new information to old information learned in the course to date or in previous related coursework. (1point)
3. Relation of information in article or reading to personal experiences. (1point)
4. Discussion at a critical level, not just recitation and summary, from all of the readings and/or videos. (1point)
5. Length of posting: **1 full page, 12 Times New Romans font, double-space, word-document.** (1point)

**Note:** Discussion at a critical level means discussing the concepts and ideas raised by the readings. You should synthesize the main ideas or themes across the readings, rather than respond to each reading in a laundry list. What are the cohesive ideas/patterns that go across the readings? Or, where do the readings seem to disagree? What questions do you have, after unpacking the readings? A "critical" discussion would NOT include your feelings about the author's writing style (e.g. “I like this article” or "This article is boring") but aim for an intellectual/academic treatment of the ideas. Do not just tell me what the article or reading states...I already know this. **I want to gain an understanding of your thoughts.**

1. **Group Project #1-** **Case Study-Advocacy Plan of Action Project** (20 pts):

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, Multicultural & Social Justice Competencies, course readings, relevant state and national laws, and scholarly literature. Students will apply an identified ethical decision-making model to the cases. Students will complete a group 4-page paper to present results. Additionally, each student will evaluate each group members participation in completing this assignment. These evaluations will be considered and used for issuing individual grades.

**Note:** The focus should be on providing a wealth of evidence to support your point. The case study presented is an ethical dilemma which could be address in multiple ways. Therefore, the focus is less on finding the right answer and more on your decision-making process.

1. **Group Project #2- Diverse Populations Research** (20 pts):

Students will be divided into groups of 4-5 and assigned a diverse population experiencing individual and systemic marginalization to research. Student presentations are required to describe the discrimination and marginalization that this population has experienced historically and presently. Next, students need to define the ethical and legal ways counselors can assist this population or potential client in addressing the barriers/prejudices experienced at the individual, community, and national level. Students are to use peer-reviewed scholarly articles, ACA Code of ethics, ACA Advocacy Competencies, & Multicultural & Social Justice Competencies to complete this assignment. This presentation will be completed via a PowerPoint. Additionally, each student will evaluate each group members participation in completing this assignment. These evaluations will be considered and used for issuing individual grades.

1. **Discussion Post** (5 pts x 6= 30 points total)**:**

It is expected that you will be present and be an active participant in this course. Part of the value of this course is to learn from peers (in addition to peer-based learning that will occur during presentations.) Therefore, discussion post will be used and posted in Canvas throughout the semester.

1. **Midterm:** (20 pts.):

The mid-term will be a multiple choice and short answer test requiring

students to demonstrate their knowledge of material covered the first half of the term.

1. **Final** (20 pts.):

The final will be comprehensive requiring students to demonstrate their

knowledge of material covered in the course.

# Grading and Evaluation Procedures:

Assignments with Point Values

Syllabus Quiz & Introduction 3

Mid-term 25

Final Exam 25

Service-Learning Activity & Reflection Paper 50

Group Project #1 20

Group Project #2 20

Readers Reflections 30 (6 each)

Experiential Activities/Discussion Post 30 (6 each)

Total: 203

The following scale will be used:

90-100% =A

80-89.9% =B

70-79.9% =C

60-69.9% =D

Below 59.9% =F

**Class Policy Statements:**

1. Attendance: Students are expected to participate in class lectures and activities. All lectures are pre- recorded and uploaded on Canvas for students to view in the assigned week.
2. 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.
3. 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.
4. 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.
5. Educational Accessibility Accommodations: Students who need accommodations 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).
6. 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.
7. 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
8. Technology and Assignments
   1. It is the student’s responsibility to attain and maintain the technology necessary to complete this distance education course.
   2. **Students are expected to upload course assignments to Canvas by the end of the week in which they are due (by 11:59pm on Sunday). Late papers and assignments will be reduced by 25% for each day they are late.**
9. SONA Extra Credit: 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 offer other opportunities, mention them here and then detail elsewhere] 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

**Class Calendar and Topics**

*\*Subject to change. Any changes will be communicated, and syllabus will be updated as necessary.*

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| **Week and Date** | **Topics** | **Reading** | **Assignments Due** |
| 1  1/8 | Introduction to the Course  Review Syllabus | Syllabus | **Syllabus Quiz Due**  **Introduce Yourself Discussion Due** |
| 2  1/13 | Overview;  Advocacy & Social Justice: A Helping Paradigm for the 21st Century; Five Forces in Counseling and Psychology | Lewis Chapters 1  Ratts Chapter 2  Articles: Cycle of Socialization; Stanford- Inequalities in US | **Experiential Activity/Discussion Post #1 Due** |
| 3  1/20 | Using Appropriate Terminology; Addressing Resistance and Gaining buy-in for Multiculturalism and Social Justice | Ratts Chapters 6 & 9  Article: Ratts, M. J. (2018) | **Readers Reflection #1 Due** |
| 4  1/27 | ACA Advocacy Competencies: An Overview | Lewis Chapter 2  Article: ﻿Promoting Systemic Change Through the ACA Advocacy Competencies | **Experiential Activity/Discussion Post #2 Due** |
| 5  2/3 | Advocacy Across Populations: It Takes More Than a Rainbow Sticker: Advocacy on Queer Issues in Counseling; | Lewis Chapter 4  Article: ﻿Emotional Distress Among LGBT Youth: The Influence of Perceived Discrimination Based on Sexual Orientation  Educational Video | **Readers Reflection #2 Due** |
| 6  2/10 | Counseling and Advocacy for Individuals Living in Poverty | Lewis Chapter 5  Educational Video | **Experiential Activity/Discussion Post #3 Due** |
| 7  2/17 | ACA Advocacy Competencies with Culturally Diverse Clients | Lewis Chapter 6  Article: Carter (2007)  Educational Video | **Readers Reflection #3 Due** |
| 8  2/24 | Sweet Home Alabama Documentary and Discussion | Educational Video | **Mid-Term Exam Due**  **Experiential Activity/Discussion Post #4 Due** |
| 9  3/2 | Work on group project |  | **Group Project #1 Case Study Paper Due** |
| 10  3/9 | **SPRING BREAK**  **ENJOY!!!!!** |  |  |
| 11  3/16 | Advocacy Counseling with Multiracial Populations  **Introduce Group Project #2** | Lewis Chapter 7  Educational Video | **Readers Reflection #4 Due** |
| 12  3/23 | Religion and Spirituality and the ACA Advocacy Competencies | Lewis Chapter 8 | **Experiential Activity/Discussion Post #5 Due** |
| 13  3/30 | ACA Advocacy Competencies and Women | Lewis Chapter 9  Educational Video | **Readers Reflection #5 Due** |
| 14  4/6 | Advocacy for Older Clients | Lewis Chapter 10  Educational Video | **Group Project #2 Presentations Due** |
| 15  4/13 | Advocacy in College and University Settings | Lewis Chapter 12  Article: Nassar-McMillan (2014) | **Readers Reflection #6** |
| 16  4/20 | Advocacy and Social Justice: Entering the mainstream of the Counseling Profession | Lewis Chapter 22 | **Service-Learning Activity & Reflection Paper Due**  **Experiential Activity/Discussion Post #6 Due** |
| 17  4/27-5/1 | **FINAL EXAM WEEK** |  | **Final Exam Due** |