­­­**AUBURN UNIVERSITY**

**SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

Course Number: COUN 4973

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: By appointment

E-mail: dmw0050@auburn.edu

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| *The course syllabus is a general plan for the course.*  *Deviations may be necessary in order to meet the needs of the class and any such deviations will be communicated to the class in a timely manner.*  ***REVISED – August 16, 2020*** |

**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.

**Respect for Diversity:**It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Important note: I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your advisor, a trusted faculty member, or a peer. If you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

*Diversity Statement Adapted from Lynn Hernandez, Behavioral and Social Sciences, School of Public Health, Brown University*

**Assignments/Projects:**

Assignments are due on the date listed on the syllabus. Canvas is considered the official time-stamp for assignments. Those assignments turned in after the indicated time on Canvas are subject to point deduction. Late papers/assignments will receive a 25% deduction in grade for each day they are late.

1. **Social Justice Paper: Understanding Myself as a Change Agent (50 points) (4 full page, 12 Times New Romans font, double-space, word-document.**

The purpose of this assignment is to reflect on yourself as an emerging change agent or advocate. Whether or not we are aware or choose to acknowledge this, all of us wrestle with emotions, behaviors, beliefs/cognitions, and/or relationships that pose strengths and challenges for us. As emerging advocates, we need to have a good understanding of how these strengths and challenges manifest. ***Please provide specific examples and support for your responses***. ***A minimum of 5 peer-reviewed sources*** is required for this assignment. A specific rubric will be provided at a later date. This assignment is broken down into two sections:

**In the first section**, you are to explore your social identities (race/ethnicity, sexual orientation, gender, ability status, socioeconomic status) and how you have been socialized to play the roles prescribed by an inequitable social system. You should discuss specific socialization experiences growing up by family, friends, school, media, and other social institutions, etc. based on your social identities: How did these socialization experiences influence your beliefs about other groups of people based on difference? Describe specific beliefs learned. How did these socialization experiences impact how you see yourself and your social identities? When did you first notice that you were different from others and that people have different experiences of the world based on these social identities? How did you feel? How did these socialization experiences keep you in the cycle through fear, ignorance, obliviousness, etc.? How do these experiences help you understand how power, privilege, and oppression operate in people’s lives? Describe how you have experienced privilege and oppression. Describe and discuss where you are at right now in the cycle of socialization and why. Discuss the beliefs and behaviors you are working to unlearn that keep you in the system, reactions you have when talking about difference, and how you plan on overcoming this. While this is a personal narrative, please support your answers with peer reviewed sources and other materials discussed in class.

**In the second section,** explore what advocacy/helping means to you, how you have been impacted by advocates/help in your life; what you need to recognize as an advocate/helper, etc. Then choose one or more social justice issues in your life that you are passionate about. For this section of your paper to be the best it can be, you should choose something that is especially pertinent and meaningful for you. Discuss the following: What experiences or life events led you to want to advocate for this issue? What are some misconceptions about the issue you are passionate about addressing? What are you doing to raise awareness or take action? What specific steps do you need to take? While this is a personal narrative, please support your answers with peer reviewed sources and other materials discussed in class.

1. **Reader’s Reflections** (5pts x 4 = 20 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 4-page group paper. 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 points***. 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 *(4 minimum),* ACA Code of ethics, ACA Advocacy Competencies, & Multicultural & Social Justice Competencies to complete this assignment. This presentation will be completed via PowerPoint and video recorded via Zoom and uploaded to Canvas. You will have to upload the PowerPoint and video recording separately. Each student will evaluate group members participation in completing this assignment. These evaluations will be considered and used for issuing individual grades.

1. **Quizzes/Experiential Activities/Discussion Post** (5 pts x 3 = 15 points total)**:**

It is expected that you will be present and be an active participant in this course. As a part of this, you will need to share your thoughts during discussions and activities. Part of the value of this course is to learn from peers (in addition to peer-based learning that will occur during presentations). At least 5 exercises will occur across the semester. Exercises can include quizzes, discussion questions, and experiential activities.

1. **Midterm:** (25 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** (25 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 Justice Paper 50

Group Project #1 20

Group Project #2 20

Readers Reflections 20 (4 each)

Quizzes/Experiential Activities/Discussion Post 15 (3 each)

Total: 178

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 Calendar and Topics**

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

***Synchronous class meetings are not mandatory, but I highly recommend attending.***

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| **Week and Date** | **Topics** | **Reading** | **Assignments Due** |
| 1  1/11 | Introduction to the Course  Review Syllabus | Syllabus | **Syllabus Quiz Due**  **Introduce Yourself Discussion Due** |
| 2  1/18 | 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  1/25 | 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  2/1 | ACA Advocacy Competencies: An Overview | Lewis Chapter 2  Article: ﻿Promoting Systemic Change Through the ACA Advocacy Competencies |  |
| 5  2/8 | 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  2/15 | Counseling and Advocacy for Individuals Living in Poverty | Lewis Chapter 5  Educational Video | **Quiz/Experiential Activity/Discussion Post #2 Due** |
| 7  2/22 | ACA Advocacy Competencies with Culturally Diverse Clients | Lewis Chapter 6  Article: Carter (2007)  Educational Video | **Synchronous Class** |
| 8  2/22 | Sweet Home Alabama Documentary and Discussion |  | **Mid-Term Exam Due**  **Quiz/Experiential Activity/Discussion Post #3 Due** |
| 9  3/1 | Work on group project |  | **Group Project #1 Case Study Paper Due** |
| 10  3/8 | **SELF CARE WEEK** |  | **Extra Credit: Self-Care Assignment** |
| 11  3/15 | Advocacy Counseling with Multiracial Populations  **Introduce Group Project #2** | Lewis Chapter 7  Educational Video |  |
| 12  3/22 | Religion and Spirituality and the ACA Advocacy Competencies | Lewis Chapter 8 | **Readers Reflection #3 Due** |
| 13  3/29 | ACA Advocacy Competencies and Women | Lewis Chapter 9  Educational Video | **Readers Reflection #4** |
| 14  4/5 | Advocacy for Older Clients | Lewis Chapter 10  Educational Video | **Group Project #2 Presentations Due** |
| 15  4/12 | Advocacy in College and University Settings  Advocacy and Social Justice: Entering the mainstream of the Counseling Profession | Lewis Chapter 12, 22  Article: Nassar-McMillan (2014) | **Extra Credit: Quiz/Experiential Activity/Discussion Post** |
| 16  4/19-4/22 | Work on Social Justice Paper |  | **Social Justice Paper Due**  **Synchronous Class** |
| 17  4/26-4/30 | **FINAL EXAM WEEK** |  | **Final Exam Due** |

**Class Policy Statements:**

1. **Name/Pronoun Statemen**t: Please change your name in Zoom to include your pronouns in parenthesis [e.g., Dwayne White (he/him/his)]. You can also communicate this information to me via email or Canvas mail.
2. **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.
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. **Religious/Cultural Observance**: Persons who have religious or cultural observances that coincide with this class should let the instructor know in writing (by e-mail for example) prior to the date of said religious or cultural observance.  I strongly encourage you to honor your cultural and religious holidays!  However, if I do not hear from you, I will assume that you plan to attend all class meetings.
5. **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.
6. **Technology and Assignments:**

It is the student’s responsibility to attain and maintain the technology necessary to complete this distance education course. **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.**

1. **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.
2. **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).
3. **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.
4. **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
5. **Student Mental Health and Well-Being:** If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact **Student** **Counseling and Psychological Services (SCPS)** at **(334) 844-5123and** <http://wp.auburn.edu/scs> during and after hours, on weekends and holidays, or through its counselors physically located in the Medical Clinical and Haley Center. The East Alabama Mental Health Center has a toll free number that may be called 24 hours a day, 365 days a year for emergencies at **800-815-0630**. The clinician on-call will assist you as needed.
6. **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

**Title 1X:**  Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: [www.auburn.edu/titleix](http://www.auburn.edu/titleix)

*Course Policies Adapted for Use from CRLT, University of Michigan.*

**COVID-19 Policy Statements**

**Health and Wellbeing Resources**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team ([ahealthieru.edu (Links to an external site.)](http://www.ahealthieru.edu/))
* Student Counseling and Psychological Services ([http://wp.auburn.edu/scs/ (Links to an external site.)](http://wp.auburn.edu/scs/))
* AU Medical Clinic ([https://cws.auburn.edu/aumc/ (Links to an external site.)](https://cws.auburn.edu/aumc/)

If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office ([http://aucares.auburn.edu/ (Links to an external site.)](http://aucares.auburn.edu/))

**A Healthier U Campus Community Expectations**

We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck ([https://ahealthieru.auburn.edu/ (Links to an external site.)](https://ahealthieru.auburn.edu/)).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. **You may be asked at any time during class to show your pass.**

**All Access Textbook & Course Materials**

**What is All Access?**

All Access is Auburn’s program of delivering course materials to you digitally. Sometimes this will be a textbook, sometimes an access code. Your instructor has coordinated with the Bookstore to deliver this content for the course and help make sure you have what you need. All Access makes sure you are ready the first day of class, and the material is so much cheaper with this delivery that it’s the best way we can help you succeed in your courses at Auburn….financially and academically.

**What content am I getting?**

For this course, COUN 4973, you’re getting access for the semester to Counseling Multiculturalism and Social Justice by Ratts, and is required content for the course.

**How do I find it?**

·         Totally easy to find….look on the lefthand side of the course page in Canvas and you’ll find the content under the RedShelf link. If you have any trouble, check out this link:  <https://solve.redshelf.com/hc/en-us/articles/360007684453-How-to-Access-Through-Canvas>

**What does it cost?**

For the first two weeks of class, everyone gets this content for free.  All students in this course start as opted in to pay for the content for the course. The discounted price you’ll be billed is $52.95. The print price used to be $123.50.

·         If you want to opt out and not be charged, all you have to do is follow the instructions (see attached file with this email). You’ll lose access at the end of the second week of class, unless you’ve purchased it on your own.

**How do I pay?**

If you’re still opted in on February 1, then we’ll send the charge to your next ebill.  This will be labeled as the course on your ebill so you’ll know. You’ll get a reminder on January 29 to remind you about the deadline.

**What if I’m on scholarship?**

We can charge All Access content to any scholarship that we charge at the Bookstore.  Those will be done automatically when we bill.  If you are a scholarship student and would prefer print, please email [MNH0016@auburn.edu](mailto:MNH0016@auburn.edu) and we can order print copies for you.  These are done as requested, and take three to five business days to arrive, and we will ship them to you or have them for pickup in the store. Most scholarships will not pay for All Access and a print copy of the book.

**What is the refund policy?**

After the opt out deadline, we can only offer refunds to students who have dropped the course or withdrawn from the university. That’s why the opt out deadline will be crucial for you to decide if you want to be charged or not.

**What if I need help?**

* RedShelf customer service is always an option at <http://solve.redshelf.com>
* For most digital content in All Access, Google Chrome works best as a browser and you’ll want to make sure it’s up to date.
* I’m always happy to help as well, especially if you have a question about All Access or something doesn’t look right.

**Russell Weldon**[**books@auburn.edu**](mailto:books@auburn.edu)**or 844-1352**

* Also, <http://aub.ie/allaccess> has more info as well.