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DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**COUN 8700 Diversity and Social Justice in Counselor Education**

**Summer 2023**

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| **Time:** | Wednesday 4:00PM – 7:45PM | **Class Location:** Haley Center 3228 |
| **Instructor:** | Kevin White, PhD, LPC, NCC | **Email:** klw0070@auburn.edu |
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**DESCRIPTION:**

This course is intended to engage advanced topics, models, theories, and research that emanate from the historical and current multicultural counseling and psychology literature. The course

will also incorporate a global perspective, and we will devote significant time to developing a deep understanding of both the historic and current roles of colonialism, and its continuing impact on the multicultural society of today. We will closely examine issues of social justice, and

how these affect our clients and both our conceptualizations and responses. We will look at our own knowledge, preconceptions, understandings and other issues which impact our abilities to

work with others who may be very different from ourselves.

This is a critical backdrop to prepare counselors to be multiculturally competent in a global society. As our roles as mental health professionals stretch well beyond the traditional “therapy hour” it is becoming increasingly necessary to meet our clients where they culturally and socially reside. In preparing to do so, this course may challenge your preconceptions about what constitutes “counseling”, and what exactly is the role of the counselor in today’s multicultural society. Moreover, students will explore the philosophical and sociological implications of helping, teaching, and conducting research in a global society.

It is also fair to say that this course will likely be challenging and uncomfortable at times. It is not really possible to address issues of racism, inequality and social injustice without looking at those issues from both historical and current perspectives. As perceptions of these are both based on our own history and seen through our own cultural lens, they are not necessarily universal, nor are they what we commonly assume them to be, and this gap can be disturbing. I would ask that everyone approaches what we do with an open mind, and in the spirit of both learning and kindness.

**REQUIRED TEXTS:**

Adams, M., Blumenfeld, W. J., Castaneda, C., Hackman, H. W., Peters, M. L., & Zuniga, X. (2018). *Readings for diversity and social justice* (4th ed.). New York, NY: Routledge.

Additional required reading will be in the form of scholarly articles found on Canvas listed in course schedule.

**COURSE ASSIGNMENTS / REQUIREMENTS / EXPECTATIONS**

**Mission Statement**

The Counselor Education (CED) programs at Auburn University offer high quality graduate education programs for counselors and counselor educators. The program includes Master’s level counseling degrees in [Clinical Mental Health Counseling](http://www.education.auburn.edu/graduate-degree-cert/clinical-mental-health-counseling-m-ed), [Clinical Rehabilitation Counseling](http://www.education.auburn.edu/graduate-degree-cert/clinical-rehabilitation-counseling-m-ed-m-s/), and [School Counseling](http://www.education.auburn.edu/graduate-degree-cert/school-counseling-m-ed/). The program also offers a doctoral degree in [Counselor Education](http://www.education.auburn.edu/graduate-degree-cert/counselor-education-ph-d/). The primary mission of the program is to develop counseling professionals who possess the skills and knowledge necessary to be highly competent and committed professionals in their specialty area.

To accomplish this mission, the program focuses on the development of competencies necessary to address developmental, emotional, psychological, social and environmental barriers to educational achievement and personal development. Students are provided the opportunity to engage in rigorous and challenging educational experiences focused on enhancing their skills and knowledge. Integrated into these experiences is an emphasis on ethical and legal principles, as well as the enhancement of technological competence. Further, the department seeks to foster a culture in which individual creativity, professional identity, and scholarship are reinforced and nurtured.

A central foundation of the Counselor Education mission is the preparation of counselors and counselor educators to work in an increasingly diverse society. This mission parallels the diversity and inclusion mission of Auburn University. To meet this goal the program focuses on the development of the skills and knowledge needed to work with individuals from diverse backgrounds and abilities. The program believes that meeting this goal requires students and faculty engage in the application of advocacy and social justice principles as counseling professionals within the program, University, communities and schools.

**Student Learning Objectives**

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| CACREP Standard Achieved | Curriculum Experience | Outcome Assessment |
| 2.F.2.a  Multiculturalism and pluralistic characteristics within and among diverse groups nationally and internationally | * This course is designed to present relevant literature and theories regarding the pluralistic nature of the human condition * Students will be provided many opportunities in class and in assignments to apply these concepts to themselves and dynamics of cross-cultural dialogue | * In class seminar * Weekly individualized journals * Culturally relevant teaching assignment |
| 2.F.2.b  Theories and models of multicultural counseling cultural identity development, and social justice and advocacy | * Students will be introduced to numerous theories regarding cross-cultural helping relationships and learn their application in counseling * Students will be encounter a wide variety of theoretical perspectives including both individual and systemic paradigms of helping | * In class seminar * Weekly individualized journals * Manuscript assignment * Culturally relevant teaching assignment |
| 2.F.2.c  Multicultural counseling competencies | * Students will be provided an opportunity to learn and apply concepts of multicultural competence * Students will be mindful of and reflect upon aspects of their professional development relevant to these competencies | * Weekly Individualized journals * Manuscript assignment * Culturally relevant teaching assignment |
| 2.F.2.d  The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individuals’ view of others | * Students will receive coaching and mentoring regarding ways to engage in productive dialogue about another’s heritage and worldview | * In class seminar * Culturally relevant teaching assignment * Instructure and peer feedback * Manuscript assignment * Advocacy presentations |
| 2.F.2.e  The effects of power and privilege for counselors and clients | * Theories of power and privilege in the helping professions will be discussed * Historical viewpoints will be considered and integrated into course delivery * Students will be challenged to appraised their own status of social privilege and dynamic that creates in therapeutic alliance | * In class seminar * Weekly individualized journals * Culturally relevant teaching assignment * Manuscript assignment * Advocacy presentations |
| 2.F.2.f  Help-seeking behaviors of diverse clients’ | * Students will be provided with detailed case studies illustrating these concepts * Class lecture and seminar discuss the nuances of help-seeking behavior and foster conversations informed in this fashion. | * Advocacy presentations * In class seminar |
| 2.F.2.g  The impact of spiritual beliefs on clients’ and counselors’ worldviews | * Several sections of the course explore spirituality in class lecture and seminar. * Students will be provided an opportunity to encounter different spiritual paradigm in theory and in person * Students will learn to foster dignified dialogue surrounding this topic | * Manuscript assignment * Weekly individualized journals * Culturally relevant teaching assignment * In class seminar |
| 2.F.2.h  Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination | * Students will be introduced to theories and techniques that will allow them to identify and address barriers in cross-cultural helping relationships. * Students will encounter detailed case studies as a group and derive tools to carry into professional practice | * Weekly individualized journals * Manuscript assignment * Interview project * Advocacy presentation |

**Assignments and Instruction Rationale**

One tenet of cross-cultural learning (and learning generally) is that different people learn best in different modalities. The evaluation and assignments in this course are meant to be dynamic and flexible for all learners (hooks,1994). Research indicates that higher levels of learning occur when students are highly participatory (Grunert, 1997). Through group dialogue and debate, students are more likely to apply, analyze and evaluate newly-learned constructs (Bloom et al., 1956).

All classroom activities will involve action, cognition, and emotion, and when they are accompanied by reflection they often result in knowledge that can be transferred across different settings (Kolb 1984). Class time will primarily be spent in seminar format.

Your final grade will represent your success on assignments, attendance, and in-class participation.

In addition, as educators and leaders in the profession our participation in peer-reviewed scholarship is essential, and the ability to develop projects stemming from our work in varied contexts is a valuable part of developing one’s individual professional identity. As such, this course is designed to facilitate and understanding of how to translate information and practice from one academic realm to another, and it is intended to synergize with the work you are doing in various courses across the semester.

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| **Course Assignment** | **Due Date** | **Points Available** |
| Manuscript Topic and Rationale | 6.14.23 | 50 |
| Culturally Relevant Teaching Practice | 7.19.23 | 50 |
| Manuscript Draft | 7.30.23 | 100 |
| Advocacy Presentation | TBD | 100 |
| Seminar Participation | Weekly | 50 |
| Journal Entries | 5.28.23, 6.11.23, 6.25.23, 7.9.23, 7.23.23 | 100 |
| **Total** |  | **450** |

**Final Manuscript Topic and Rationale**

This writing assignment consists of two parts. The first is the topic that each student will focus on for their final manuscript of the semester. Students will submit a one-page rationale for their chosen population, concern/issue/risk, etc., as well as provide some empirical or theoretical basis for their approach to the topic. This assignment should be a single page and follow APA formatting standards with a reference page.

**Manuscript Draft**

Students are asked to submit a first draft of a manuscript (conceptual, practitioner, or research-focused). The first draft must have several components. First, a fully functional abstract is constructed summarizing the manuscript as a whole. Second, the manuscript should have a good portion completed (roughly 75-80 percent). It is acceptable that some parts are still being developed. The intention of this is to provide students with practice in planning, developing, and focusing a manuscript built on their previous work as it is common as counselor educators and researchers to develop ideas stemming from an individual’s previous scholarship efforts. The parameters for this manuscript will be discussed and determined in the first class meeting (syllabus will be adjusted per determinations). This assignment should follow APA formatting standards.

**Culturally Relevant Teaching Practice**

Students will develop a portfolio-style submission demonstrating their ability to fold social justice, advocacy, and cultural issues into teaching practice. A brief narrative will be provided to discuss empirical/theoretical justification for the elements in the submission as they pertain to culturally-competent practice as a counselor educator. The assignment will consist of four components:

* + 1. Demonstration of addressing specific cultural, social justice and/or advocacy issues. This may be done through lecture content (ppt), course assignments or activities, recommended readings, speakers, or other teaching methods or classroom activities*.*
    2. Identification of how the demonstration addresses cultural, social justice and/or advocacy issues.
    3. Discussion of how the demonstration reflects principles of inclusivity in your teaching.
    4. Identification of concerns and/or challenges

**Advocacy Presentation**

Students will develop a 20-minute presentation discussing how they integrate advocacy into their work as counselor educators, why they approach advocacy and culturally-competent instruction in the manner they do, and provide examples from their teaching practice that demonstrates their approach. This presentation will be followed by a 10-minute q & a session.

**Journal Entries**

Each student will submit five journal entries throughout the course. This assignment will be submitted to Canvas the Sunday of the week listen on the syllabus. 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 20 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 as a counselor educator (teaching, supervision, leadership, research).

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.

**Writing Expectations**

Writing assignments need to be typed, double spaced, on 8.5 X 11 paper with 1-inch margins, printed in Times New Roman 12-point font. All citations need to be in APA Style. It is assumed that all students taking this course are familiar with the American Psychological Association

(APA) writing guide and APA style. If not, I will help you. The APA Publication Manual contains extensive guidelines on how to write an academic paper and how to cite references.

American Psychological Association (2020). Publication Manual of the American Psychological Association (Seventh Edition).

The following websites may also be helpful:

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.library.cornell.edu/newhelp/res_strategy/citing/apa.html#apa>

**Attendance**

Promptness, attendance, and active participation are requirements for the course. You are expected to attend and participate in every seminar. These requirements will be strictly enforced. No more than 2 absences are allowed without remediation.

**Excused Absences**

Please email if you must miss class or arrive late (i.e., due to an emergency or serious illness.)

**Make Up Policy**

Arrangement to make up a missed major exam (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited 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. If a student requires deadline accommodations

**Academic Dishonesty**

Plagiarism is representing someone else’s work as your own and is not acceptable. Plagiarism generally will result in course failure. Students are required to comply with the Auburn University’s Policy on Academic Dishonesty.

**Student Accessibility Services**

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 alternative 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).

**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, and addendum to your syllabus and/or course assignments will replace the original materials.

**Professionalism**

Students are encouraged to share intellectual views and freely discuss the principles and applications of the course materials. This course operates under the Auburn University’s student code of conduct. It is important for each person to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of other students and the professor. Diversity means the fair representation of all groups of individuals, the inclusion of diverse perspectives and voices, and appreciation of different cultural and socioeconomic group practices. I aspire to foster and maintain a classroom atmosphere that is free from discrimination, harassment, exploitation, or intimidation; however, this is not possible without students also working toward this goal.

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| **Week** | **Date** | **Material** | **Readings** | **Assignments Due** | **CACREP Standards** |
| 1 | 5.17.23 | Introduction to the Course  Introduction to Competencies and Social Justice as Counselor Educators | Course Syllabus  Ratts et al. (2011)  Sue (1998)  ACA Advocacy Competencies |  | 2.F.2.c  2.F.2.h  6.B.5.h  6.B.5.j |
| 2 | 5.24.23 | Conceptual Frameworks   * Privilege and Difference * Intersectionality * Ambiguity   Allies | Adams Section 1  Crenthar & Rivera (2008)  Hansen (2006) | **Journal Entry 1** | 2.F.2.d  2.F.2.e  6.B.5.l |
| 3 | 5.31.23 | Race and Ethnicity  Critical Race Theory | Adams Section 2  Haskins & Singh (2015)  Lemberger (2016) |  | 2.F.2.b  6.B.5.h |
| 4 | 6.7.23 | Race and Ethnicity | Adams Section 2  Hipolito-Delgado (2015)  Rawls (1985)  Chavez & Guido Debrito (1999) | **Journal Entry 2** | 2.F.2.b  6.B.5.h |
| 5 | 6.14.23 | Postmodern epistemology  Existentialism  Humanistic Cultural Plurality | Hansen (2015)  Ratts (2018)  Hannon (2016)  Vereen et al (2016)  Hansen (2012) | **Manuscript Topic and Rationale** | 6.B.5.k  6.B.5.l |
| 6 | 6.21.23 | Classism  Oppression by the justice system  **Advocacy Presentations:**  **Lindsay**  **Keith** | Adams Section 3  Watson & Fulambarker (2012)  Montero (2007) | **Journal Entry 3**  **Advocacy Presentations** | 2.F.2.b  6.B.5.h |
| 7 | 6.28.23 | Religion  **Advocacy Presentations:**  **Katrina**  **Claire** | Adams Section 4  Jordan (2017) | **Advocacy Presentations** | 2.F.2.b  6.B.5.h |
| 8 | 7.5.23 | Sexism & Transgender oppression  **Work Week (individual meetings)** | Adams Section 5  Russell (2007)  Prilleltensky (2008) | **Journal Entry 4** | 2.F.2.b  6.B.5.h |
| 9 | 7.12.23 | Ableism  **Work Week (individual meetings)** | Forber Pratt et al (2018)  Adams Section 6 |  | 2.F.2.b  6.B.5.h |
| 10 | 7.19.23 | Ageism and youth oppression  **Advocacy Presentations:**  **Bri**  **Tori** | Adams Section 7 | **Culturally Relevant Teaching Practice**  **Journal Entry 5** | 2.F.2.b  6.B.5.h |
| 11 | 7.26.23 | Leadership and Action  **Writing and Review Week** | Adams Section 8  Lee (2012) | **Manuscript Draft** | 2.F.2.b  6.B.5.h  6.B.5.k  6.B.5.l |