

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

COUN 8700 Diversity and Social Justice in Counselor Education

Summer 2024

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| **Time:** | Wednesday 4:00PM – 7:45PM | **Class Location:** Haley Center 2011 |
| **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 as clinicians, educators, and supervisors.

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

# Student Learning Objectives

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| CACREP Standard Achieved | Curriculum Experience | Outcome Assessment |
| 6.B.1.d  scholarly examination of culturally sustaining counseling practice across multiple settings, contexts, and across service delivery modalities | * This course is designed to present relevant literature and theories regarding the pluralistic nature of the human condition and examining conceptual frameworks for culturally-sustaining conceptualization and practice * Students will be introduced to numerous theories regarding cross-cultural helping relationships and learn their application in counseling * Students will encounter a wide variety of theoretical perspectives including both individual and systemic paradigms of helping | * In class seminar * Weekly individualized journals * Culturally relevant teaching assignment |
| 6.B.3.f  Integration of diversity, equity, inclusion, and social justice principles and practices in the counselor education curriculum | * Students will be provided opportunities to engage with current models and approaches to diversity, equity, inclusion, and social justice * Students will reflect on and explore how these principles apply to their individual experience and understanding of counseling and supervisory relationships as well as how their intersectional identities create unique experiences in the process | * In class seminar * Weekly individualized journals * Manuscript assignment * Culturally relevant teaching assignment |
| 6.B.3.l  Culturally sustaining strategies for counselor education | * Students will develop a lesson plan/teaching demonstration that integrates culturally responsive, relevant, and sustaining practices and approaches to counselor education * Students will demonstrate an understanding of how, where, and why culturally sustaining strategies are beneficial for future counselors and the populations they serve | * Weekly Individualized journals * Culturally relevant teaching assignment |
| 6.B.4.h  Professional writing for peer-reviewed journal publication | * Students will develop a first draft of a conceptual manuscript with an identified professional journal as a target for submission * Students will peer review these manuscripts and receive feedback from the instructor on strategies and practices for effective writing for peer-reviewed journals | * Instructure and peer feedback * Manuscript assignment * In class seminar |
| 6.B.4.i  Professional conference proposal preparation | * Students will develop a professional conference proposal based on the topic of their manuscript * Students will identify a specific conference and complete a proposal that meets the proposal criteria | * In class seminar * Manuscript assignment |
| 6.B.5.h  Current sociopolitical and social justice issues and how those issues affect the counseling profession | * Current theories of power and privilege in the helping professions will be discussed * Historical viewpoints will be considered and integrated into course delivery with exploration of how they impact the current sociopolitical climate * Students will be challenged to appraise their own status of social privilege and the dynamic that creates in the therapeutic alliance and process | * In class seminar * Weekly individualized journals * Culturally relevant teaching assignment * Manuscript assignment * Advocacy presentations |
| 6.B.5.j  Models and competencies for advocating for clients at the individual, system, and policy levels | * Students will review advocacy models and apply advocacy competencies to their own work and efforts * Students will develop a presentation | * Manuscript assignment * Weekly individualized journals * Culturally relevant teaching assignment * In class seminar * Advocacy presentations |
| 6.B.5.k  Strategies of leadership in relation to diversity, equity, inclusion, and social justice issues | * Students will be introduced to theories and techniques that will allow them to identify and address barriers in cross-cultural helping relationships * Students will identify their own responsibilities, styles, and challenges in leadership roles as counselor educators | * Weekly individualized journals * Manuscript assignment * Advocacy presentation |
| 6.B.5.l  Culturally sustaining leadership and advocacy practices | * Students will explore how to apply practices to their work as counselor educators * Students will develop an advocacy presentation detailing how they have integrated these practices into their work and how they will implement them in their future work as counselor educators | * In class seminar * Advocacy presentations * Weekly individualized journals |

# 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 | 6.19.23 | 50 |
| Culturally Relevant Teaching Practice | 7.17.23 | 50 |
| Manuscript Draft & Conference Proposal | 7.31.23 | 100 |
| Advocacy Presentation | TBD | 100 |
| Seminar Participation | Weekly | 50 |
| Journal Entries | 5.29.23, 6.12.23, 6.26.23, 7.10.23, 7.24.23 | 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 & Conference Proposal

Students are asked to submit a first draft of a conceptual manuscript and an accompanying conference proposal. Counselor educators must develop proficiency in writing for professional publications and completing proposals for conference presentations.

The first draft of the manuscript must have several components. First, a fully functional abstract is constructed summarizing the manuscript as a whole. Second, the manuscript should have a majority completed (roughly 70-80 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 an understanding of current research and how it impacts various aspects of our field. Students must also develop familiarity with adapting their work for conferences, and students will do so by identifying a conference appropriate for their topic and writing a conference proposal meeting the requirements of the conference. 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/culturally-sustaining 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 30-minute presentation describing their personal advocacy philosophy, reviewing their advocacy experiences, and providing an outline for how they will integrate advocacy competencies into their work as future counselor educators. This presentation will be followed by a 10-minute q & a session where their peers will provide them with the opportunity to elaborate on their perspective. This assignment is intended to give students experience with the types of conversations and presentations they are likely to encounter as they seek positions as counselor educators.

# 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>

# Diversity Statement

A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic, clinical practice and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

# 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.

# Accommodations Statement

Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.

# 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.

# Course Schedule

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| **Week** | **Date** | **Material** | **Readings** | **Assignments Due** | **CACREP Standards** |
| 1 | 5.22.24 | Introduction to the Course  Introduction to Competencies and Social Justice as Counselor Educators  Introduction to Conceptual Manuscripts | Course Syllabus  Ratts et al. (2011)  Sue (1998)  ACA Advocacy Competencies |  | 6.B.1.d, 6.B.3.f, 6.B.4.i, 6.B.5.h, 6.B.5.j |
| 2 | 5.29.24 | Conceptual Frameworks   * Privilege and Difference * Intersectionality * Ambiguity   Allies | Adams Section 1  Crenthar & Rivera (2008)  Hansen (2006) | **Journal Entry 1** | 6.B.1.d, 6.B.3.f, 6.B.3.l, 6.B.5.l, 6.B.5.j, 6.B.5.k, 6.B.5.l |
| 3 | 6.5.24 | Race and Ethnicity  Critical Race Theory | Adams Section 2  Haskins & Singh (2015)  Lemberger (2016) |  | 6.B.1.d, 6.B.3.f, 6.B.5.h, 6.B.5.j |
| 4 | 6.12.24 | Race and Ethnicity | Adams Section 2  Hipolito-Delgado (2015)  Rawls (1985)  Chavez & Guido Debrito (1999) | **Journal Entry 2** | 6.B.1.d, 6.B.3.f, 6.B.3.l, 6.B.5.h, 6.B.5.j, 6.B.5.k, 6.B.5.l |
| 5 | 6.19.24 | Postmodern epistemology  Existentialism  Humanistic Cultural Plurality | Hansen (2015)  Ratts (2018)  Hannon (2016)  Vereen et al (2016)  Hansen (2012) | **Manuscript Topic and Rationale** | 6.B.1.d, 6.B.3.f, 6.B.4.h, 6.B.4.i, 6.B.5.k, 6.B.5.l, 6.B.5.j, 6.B.5.k |
| 6 | 6.26.24 | Classism  Oppression by the justice system  **Advocacy Presentations:** | Adams Section 3  Watson & Fulambarker (2012)  Montero (2007) | **Journal Entry 3**  **Advocacy Presentations** | 6.B.1.d, 6.B.3.f, 6.B.3.l, 6.B.5.h, 6.B.5.j, 6.B.5.k, 6.B.5.l |
| 7 | 6.28.24 | Religion  **Advocacy Presentations:** | Adams Section 4  Jordan (2017) | **Advocacy Presentations** | 6.B.1.d, 6.B.3.f, 6.B.5.h, 6.B.5.j, 6.B.5.k, 6.B.5.l |
| 8 | 7.3.24 | Sexism & Transgender oppression | Adams Section 5  Russell (2007)  Prilleltensky (2008) | **Journal Entry 4** | 6.B.1.d, 6.B.3.f, 6.B.3.l, 6.B.5.h, 6.B.5.j, 6.B.5.k, 6.B.5.l |
| 9 | 7.10.24 | Ableism  **Work Week (individual meetings)** | Forber Pratt et al (2018)  Adams Section 6 |  | 6.B.1.d, 6.B.3.f, 6.B.5.h, 6.B.5.j |
| 10 | 7.17.24 | Ageism and youth oppression  **Advocacy Presentations:** | Adams Section 7 | **Culturally Relevant Teaching Practice**  **Journal Entry 5** | 6.B.1.d, 6.B.3.f, 6.B.3.l, 6.B.5.h, 6.B.5.j |
| 11 | 7.24.24 | Leadership and Action  **Writing and Review Week** | Adams Section 8  Lee (2012) | **Manuscript & Proposal Draft** | 6.B.1.d, 6.B.3.f, 6.B.4.h, 6.B.4.i, 6.B.5.h, 6.B.5.j, 6.B.5.k, 6.B.5.l |