

COUNSELOR EDUCATION & SUPERVISION PH.D.

Department of Special Education Rehabilitation and Counseling

COUN 8700 Diversity & Social Justice in Counselor Education Syllabus

**Course Number:** COUN 8700

**Course Title:** Diversity & Social Justice in Counselor Education

**Credit Hours:** 3 Semester hours

**Prerequisites:** COUN 7910 & 7920

**Date Syllabus Revised:** May 2025

**Class Meeting:** Wednesday 4-7:45, College of Ed 2141

**Instructor:** Kevin White, PhD, LPC, CPCS, NCC

**Office Hours**: By appointment

**Office Location**: College of Ed 3124

# 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 Description:

This course is intended to engage advanced topics, models, theories, and research that emanates 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.

**Class Structure:**

This course relies heavily on discussion and exploration of advanced concepts via interaction and discourse. Each week students will identify a reading for the next class meeting for which they will lead a discussion. When leading class discussion, students must:

* Be able to identify the key concepts/points from their article
* Be able to identify and demonstrate how these concepts/points relate to the work of counseling and the work of counselor educators
* Provide discussion questions/points (at least 3) which they will use to lead class discourse

**Student Learning Outcomes:** Students will demonstrate knowledge, awareness and skills in the following areas. (CACREP 2024), this will include course lectures, readings and assignments:

|  |  |
| --- | --- |
| CACREP Standard Achieved | Curriculum Experience |
| 6.B.1.dscholarly examination of culturally sustaining counselingpractice 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
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| 6.B.3.fIntegration 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
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| 6.B.3.lCulturally 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
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| 6.B.4.hProfessional 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
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| 6.B.4.iProfessional 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
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| 6.B.5.hCurrent 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
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| 6.B.5.jModels and competencies for advocating for clients at the | * Students will review advocacy models and apply advocacy competencies to their own work and efforts
* Students will develop a presentation
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| --- | --- |
| individual, system, and policylevels |  |
| 6.B.5.kStrategies 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
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| 6.B.5.lCulturally 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
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# Course Requirements & 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 | 6.11.25 | 50 |
| Culturally Relevant TeachingPractice | 7.9.25 | 50 |
| Manuscript Draft & ConferenceProposal | 7.30.25 | 100 |
| Advocacy Presentation | 7.23.25 | 100 |
| Seminar Participation | Weekly | 50 |
| Journal Entries x5 | 5.28.25, 6.11.25, 6.25.25, 7.9.25,7.23.25 | 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 be complete. It is acceptable that some parts are still being developed (this is a first draft), but the main points, evidence, and links between concepts must be clearly identified and supported. 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>

**Course Schedule**

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| **Week** | **Date** | **Material** | **Readings** | **Assignments****Due** | **CACREP****Standards** |
| 1 | 5.21.25 | Introduction to the Course Introduction to Competencies and Social Justice as Counselor Educators | Course Syllabus Ratts et al. (2011) Sue (1998)ACA Advocacy CompetenciesWatts (2011) |  | 6.B.1.d,* + 1. f,
		2. i,
		3. h,

6.B.5.j |
|  |  | Introduction to Conceptual Manuscripts |  |
| 2 | 5.28.25 | Conceptual Frameworks | Adams Section 1 | **Journal Entry 1** | 6.B.1.d, |
|  |  | - Privilege and Difference | Crethar & Rivera (2008) |  | 6.B.3.f, |
|  |  | * Intersectionality
* Ambiguity
 | Hansen (2006) |  | 6.B.3.l,6.B.5.l, |
|  |  | - Allies |  |  | 6.B.5.j, |
|  |  |  |  |  | 6.B.5.k, |
|  |  |  |  |  | 6.B.5.l |
| 3 | 6.4.25 | 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 | 6.11.25 | Race and Ethnicity | Adams Section 2 | **Journal Entry 2****Manuscript Topic and Rationale** | 6.B.1.d, |
|  |  |  | Hipolito-Delgado (2015) | 6.B.3.f, |
|  |  |  | Rawls (1985) | 6.B.3.l, |
|  |  |  | Chavez & Guido Debrito | 6.B.5.h, |
|  |  |  | (1999) | 6.B.5.j, |
|  |  |  |  | 6.B.5.k, |
|  |  |  |  | 6.B.5.l |
| 5 | 6.18.25 | Postmodern epistemology | Hansen (2015) |  | 6.B.1.d, |
|  |  | Existentialism | Ratts (2018) |  | 6.B.3.f, |
|  |  | Humanistic Cultural | Hannon (2016) |  | 6.B.4.h, |
|  |  | Plurality | Vereen et al (2016) |  | 6.B.4.i, |
|  |  |  | Hansen (2012) |  | 6.B.5.k, |
|  |  |  |  |  | 6.B.5.l, |
|  |  |  |  |  | 6.B.5.j, |
|  |  |  |  |  | 6.B.5.k |
| 6 | 6.25.25 | ClassismOppression by the justice | Adams Section 3Watson & Fulambarker | **Journal Entry 3** | 6.B.1.d,6.B.3.f, |
|  |  | system | (2012) |  | 6.B.3.l, |
|  |  |  | Montero (2007) |  | 6.B.5.h, |
|  |  |  |  |  | 6.B.5.j, |
|  |  |  |  |  | 6.B.5.k, |
|  |  |  |  |  | 6.B.5.l |
| 7 | 7.2.25 | Religion | Adams Section 4Jordan (2017) |  | 6.B.1.d,6.B.3.f,6.B.5.h,6.B.5.j, |

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| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | 6.B.5.k,6.B.5.l |
| 8 | 7.9.25 | Sexism & Transgender oppression | Adams Section 5Russell (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 | 7.16.25 | 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 | 7.23.25 | 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 | 7.30.25 | Leadership and Action | Adams Section 8Lee (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 |

# Class Policy Statements:

* 1. Course communication: University e-mail (**NOT** messages through Canvas) will be the primary avenue of communication with the instructor in between class sessions. Canvas will be used as the medium to transfer educational materials for this course. Students will upload completed assignments to Canvas and bring them to class only when instructed. Final documentation will be uploaded to both Canvas and Tevera. Auburn provides students with helpful tips for proper email etiquette which can be found [here](https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay?v2).
	2. Attendance: Students may miss up to one class for any reason without penalty. Additional absences (without prior or retroactive excusal) will result in a 5-point grade reduction. Students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class.
	3. Excused Absences: Students are granted excused absences from class for the following university approved reasons. 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 the [*Student EPolicy Handbook*](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12589&PageId=462108)for more information on excused absences.
	4. 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). If you miss an assignment, you have one week to contact the instructor and address the issue. Except in extraordinary

circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

* 1. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839&PageId=463585) 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. 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.
	3. 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:
		+ Engage in responsible and ethical professional practices
		+ Contribute to collaborative learning communities
		+ Demonstrate a commitment to diversity
		+ Model and nurture intellectual vitality

**Justification for Graduate Credit:** This course includes advanced content on pedagogical methods in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2024). All academic content approved by CACREP is for advanced Master’s and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

**Attendance/Subject to Change:** The course schedule and assignments are designed with the most up- to-date information and policies in mind. If the situation changes, I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

# Policy Related to the Use of AI for Classroom Assignments

The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.

# Policy Related to the Use of Zoom for Class Meetings

Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.

* If you have a need for technology to support your participation in this class or do not have a space conducive for participating - SERC provides private individual counseling spaces (Counseling Lab) that you can reserve and use for class sessions.
* Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
* Please limit all distractions such as your phone or attending to other work on your computer. It is often very apparent that a student is distracted and that impacts the class environment for everyone.
* Students can turn off their cameras briefly if needed (e.g., break). These pauses should be

*short*. Having students on camera provides a higher level of engagement for all participants.

* If you have questions during class, you can raise your hand (in real time or via Zoom).
* Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content. If I don’t respond to a comment or discussion in Chat, please let me know.
* Although you may be participating from your domicile, our Zoom meetings are professional interactions.
	+ You should dress and behave as you would in a normal F2F classroom.
	+ Please minimize distractions in the background as much as possible.
	+ Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.
* Recording Sessions: Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:
	+ Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
		- Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
		- Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded. *In areas such as supervision this may not be possible*.
	+ You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
	+ As per University policies, I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic.
	+ If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class so we can discuss if accommodations are possible.

# 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.

# 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.

# Mental Health

If you or someone you know needs support, you are encouraged to contact [Auburn Cares](https://studentaffairs.auburn.edu/acsc/) at 334-844- 1305. Auburn Cares will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

Student Counseling & Psychological Services provides confidential, no-cost mental health counseling and psychiatric services to Auburn Students. You can speak with a counselor 24/7/365 by calling 334- 844-5123. Learn more about mental health information on campus at auburn.edu/scps.

# Basic Needs

Any student experiencing food insecurity or an unexpected financial crisis is encouraged to contact [Auburn Cares](https://studentaffairs.auburn.edu/acsc/) at 334-844-1305 for resources and support.

# Sexual Misconduct Resources Statement

Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the [Title IX Office](https://auburn.edu/administration/tix-eeo/titleix.php), who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures.

If you would like to speak with someone confidentially, [Safe Harbor](https://studentaffairs.auburn.edu/safe-harbor/) (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources.

# SYLLABUS DISCLAIMER

The instructor reserves the right to make changes to the syllabus as needed. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via university email.