ANTIOCH UNIVERSITY

SEATTLE

School of Applied Psychology, Counseling, and Family Therapy

COUN 7500: Advocacy, Social Justice & Professional Leadership

Credits:	3
Prerequisite:	Open only to CES/Ph.D. students
Day/Time & Dates:	Mondays, 3–6pm; 1/6/20 – 3/16/20
Quarter:	Winter, 2020
Location:	Antioch University Seattle
	2400 3rd Avenue, Suite 200
	Seattle, WA 98121
	206.441.5352
Instructor:	Dusty Destler, Ph.D.
Contact Info:	ddestler@antioch.edu
Office Hours:	By appointment
Teaching Liaison:	Ned Farley, Ph.D.
Contact Info:	efarley@antioch.edu

COURSE DESCRIPTION

This course addresses pedagogy relevant to advocacy, diversity, and social justice issues and the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local, regional, national, international perspective, and issues of equity such as oppression, power and privilege in counselor education.

PROGRAM COMPETENCIES AND OUTCOMES

The goal of the program is to expand student abilities in adult learning andragogy specific to counselor and creative arts counselor training, while developing critical thinking skills toward a focused research agenda. To meet CACREP 2016 Doctoral Standards, students must demonstrate proficiency in five core areas: *Teaching*, *Supervision*, *Research*, *Counseling*, and *Leadership & Advocacy*.

As such, the AUS CES Program is designed with curricula that addresses these five areas across multiple required courses as outlined in the student handbook and Ph.D./CES plans of study. Additionally, the AUS CES Program specifically addresses expectations for student learning and competency via the following program objectives:

Objective1: Diversity and Change. Doctoral students are expected to demonstrate attitudes and understandings that support engaging with, and appropriately responding to, the needs of a constantly changing population of clients and students whose cultures, experiences, and personal characteristics may be marginalized in the mainstream society.

Objective 2: Counselor Education. Students are expected, by the end of their doctoral internships,

to demonstrate levels of knowledge, understandings of the processes of teaching and learning, and teaching skills appropriate for high-quality masters-level instruction as well as student assessment and program evaluation.

Objective 3: Supervision. Students are expected to demonstrate, by the end of their doctoral internships, the ability to conceptualize supervisory relationships and deliver high-quality supervision.

Objective 4: Advanced Practice. Students are expected to identify an area for advanced professional growth demonstrated within their internship experience in the domains of clinical counseling, counselor education, and/or counseling supervision.

Objective 5: Research. Students are expected to demonstrate, by the completion of their programs, high levels of competence in conceptualizing, planning, conducting, and interpreting research appropriate to their counseling interests and the needs of the counseling profession.

Objective 6: Engagement and Advocacy. Students are expected to demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.

Objective 7: Creative Arts Cognate. Students in this cognate are expected to integrate the knowledge and skills of counselor education and supervision to the specific training competencies of creative arts therapists.

COURSE AND STUDENT LEARNING OBJECTIVES

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that, for doctoral students, learning experiences must meet the following Doctoral Professional Identity Standards (2016 CACREP 6.B.5):

a. theories and skills of leadership
b. leadership and leadership development in professional organizations
c. leadership in counselor education programs
d. knowledge of accreditation standards and processes
e. leadership, management, and administration in counseling organizations and other institutions
f. leadership roles and strategies for responding to crises and disasters
g. strategies of leadership in consultation
h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
i. role of counselors and counselor educators advocating on behalf of the profession and professional identity
j. models and competencies for advocating for clients at the individual, system, and policy levels
k. strategies of leadership in relation to current multicultural and social justice issues
l. ethical and culturally relevant leadership and advocacy practices

Additionally, this course will cover a portion of 2016 CACREP 6.B.3 Doctoral Professional Identity Standards:

h. ethical and culturally relevant strategies used in counselor preparation
i. the role of mentoring in counselor education

Student Learning Outcomes (CACREP)	Key Performance Indicators	Direct Evaluative Methods
Demonstrate theories, skills, and strategies of leadership with specific focus on multicultural and social justice advocacy issues at the individual, system, and policy levels (CACREP Doctoral Professional Identity B.5.a, B.5.j, B.5.k, B.5.l)	A) *Course readings paired with thorough in-class discussion on theories, skills, and strategies of socially just leadership.* B) *Active participation in class exercises and activities associated with social justice advocacy.* C) *Observed ability to facilitate an activity with MA students with consideration for the individual, system, and policy levels in which professional counselors may advocate.* D) *Thorough discussion of the necessity for leadership through elucidation of systems and populations in need of culturally relevant advocacy practices, as identified within the Mentorship Paper and Consultation Project.*	*Class Facilitation* *Mentorship Paper* *Consultation Project*
Evidence theoretical knowledge of the importance of leadership and mentorship in the counseling profession as it relates to professional organizations, counselor education programs, and how the relationship between the two may inform accreditation standards and processes. (CACREP Doctoral Professional Identity B.3.i, B.5.b, B.5.c, B.5.d, B.5.e)	A) *Course readings paired with thorough in-class discussion on the importance and impact of leadership and mentorship within the counseling profession, and its relationship to accreditation standards and processes.* B) *Active participation in class exercises and activities associated with leadership and mentorship within professional organizations.* C) *Identification of leadership strengths and needs in counselor preparation programs and other institutions as observed through the consultation project.* D) *Thorough discussion of the necessity for mentorship for minoritized populations within the counseling profession as identified within the Mentorship.*	*Mentorship Paper* *Consultation Project*
Demonstrate an understanding of current political issues faced by the counseling profession, the advocate roles that may be assumed by counselors and counselor educators in	A) *Course readings paired with thorough in-class discussion on current political issues faced by the counseling profession.* B) *Active participation in class exercises and activities associated with identifying the role of advocating on*	*Class Facilitation* *Mentorship Paper* *Consultation Project*

forming a strong professional identity, and ethical and culturally relevant strategies for integrating these topics into the classroom with students (CACREP Doctoral Professional Identity B.3.h, B.5.h, B.5.i)	*behalf of the counseling profession.* C) *Evaluation of populations/arenas within the counseling profession in need of advocacy and suggestions for improvement, as observed through the mentorship paper and consultation project.* D) *Culturally relevant dialogue and ethical activity facilitation with MA students pertaining to advocacy and professional identity, as observed through class facilitation.*	
Demonstrate a knowledge of versatile leadership skills, with focus on crises and disasters and consultation (CACREP Doctoral Professional Identity B.5.f, B.5.g)	A) *Course readings paired with thorough in-class discussion on leadership through crises and disasters.* B) *Active participation in class exercises and activities associated consultation.* C) *In-depth exploration of leadership in consultation activities, as observed through the consultation project.*	*Consultation Project*

ANDRAGOGICAL DESIGN

Didactic opportunities in this course will allow students to conceptualize the necessity, benefit, and strategies of advocating with, and on behalf of, the counseling profession and marginalized populations within. Experiential components to the course provide students continued introspection of positionality within multiple academic and professional spheres. Further, this course will provide the ability to remain consistent with the main tenets of social justice advocacy, with specific regard to action.

PEDAGOGICAL APPROACH

I believe that learning takes place within individuals and among groups through socially constructed means. Therefore, somewhat equal emphasis will be provided to group discussion within class and the completion of tasks outside of class. Under the assumption that I am responsible for the preparation and facilitation of the course, I hold that students are in charge of their own learning.

REQUIRED TEXTS AND READING RESOURCES

1. hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom.* New York, NY: Routledge (ISBN: 9780415908085).

2. Pope, M., Gonzalez, M., Cameron, E. R., & Pangelinan, J. S. (Eds.). (2019). *Social Justice and Advocacy in Counseling: Experiential Activities for Teaching.* Routledge (ISBN: 9781315180687).

3. Additional journal articles posted to Sakai.

COURSE ASSIGNMENTS

1. SOCIAL JUSTICE & ADVOCACY CLASS ACTIVITY FACILITATION (CAF)

Students will attend class meetings of the CMHC Program's *Social Justice, Advocacy, and Practice* course. In conjunction with the CMHC course instructor, each student will choose and facilitate a relevant activity from the text focused on deepening awareness and practice pertaining to multicultural or social justice advocacy topics. Introduction of concepts and facilitation of activity should range from 45-60 minutes in length. When students are not in the facilitator role, they will observe the activity facilitation in real time. During the debrief, peers will provide feedback to the facilitator and observations of the class process.

2. POPULATION FOR MENTORSHIP PAPER (PMP)

Choose a population (based on the ADDRESSING Model; e.g., women of color, people with a disability) who experience academic and/or professional barriers within the counseling profession (e.g., pre-enrolled master's student, master's student, pre-enrolled doctoral student, doctoral student, faculty). Expand on why you chose the specific population. Within 8–12 pages, conduct a conceptual framework on what issues the population has experienced, why this has been their reality, and suggestions that have been proposed toward more equitable outcomes. Conclude with your conceptualization of the current state and suggestions on how actual or further change might be realized. The paper should be reflective of APA style guidelines including a reference page.

3. SOCIAL JUSTICE CONSULTATION PROJECT (SJC)

You will be acting as a multicultural and social justice consultant. Your job is to review an established component of AUS' CMHC and/or CES program(s). When choosing a topic of focus, consider relevant process and product (e.g., website, manual, orientation sessions, interviewing). The evaluation of the program component will be addressed through a multicultural and socially just lens. The review will provide an assessment of how this component integrates multicultural and social justice considerations based on AUS' and the School's (Applied Psychology, Counseling, and Family Therapy) mission, purpose, intent, goals, objectives, etc. The review will also show how this component aligns with the professional standards and competencies of counselor education and the counseling profession. Findings will be presented in a review/evaluation report that concisely and thoroughly conveys the strengths and needs of the program's component, including any suggestions or necessary re-alignment relevant to competencies and standards for multicultural and social justice leadership.

TENTATIVE COURSE SCHEDULE

Week/ Date	TOPIC	READING DUE	HOMEWORK DUE
1. 1/6/20	Syllabus; Outline and direction of course; Meet & greet CMHC class		
2. 1/13/20	Teaching the MA multicultural course	hooks: Intro, ch.1 Sakai readings: Seward (2014); Smith et al. (2017)	**Due**: *CAF* Slot
3. 1/20/20	NO CLASS	MLK Jr.	DAY

4. 1/27/20	Professional identity	hooks: ch.2, 3 Sakai readings: Dollarhide et al. (2013); Ponton & Duba (2009); Mascari & Webber (2013); Bobby (2013); Hansen (2010); Spurgeon (2012)	**Due**: *CAF* Slot _____
5. 2/3/20	Mentorship	hooks: ch. 3, 4 Sakai readings: Black et al. (2004); Borders et al. (2011); Zeligman et al, (2015); Walker (2006)	
6. 2/10/20	The political climate and advocating for the counseling profession	hooks: ch. 5, 6 Sakai readings: Stewart et al. (2009); Meyers (2016); Lee et al. (2013)	**Due**: *CAF* Slot _____
7. 2/17/20	Consultation	hooks: ch. 7, 8 Sakai readings: Sangganjanavanich & Lenz (2012); Jackson & Hayes (1993)	**Due:** Population for Mentorship Paper
8. 2/24/20	Leadership	hooks: ch. 9, 10 Sakai readings: Woo et al. (2016); Meany-Walen et al. (2013); McKibben et al. (2017)	**Due**: *CAF* Slot _____
9. 3/2/20	Infusing social justice leadership into each professional role	hooks: ch. 11, 12 Sakai readings: Shin et al. (2011); Storlie et al. (2015); Feather et al. (2019)	
10. 3/9/20	Consultation project presentations	hooks: ch. 13 Sakai readings: TBD	
11. 3/16/20	Consultation project presentations; Wrap up	Sakai readings: TBD	**Due:** Social Justice Consultation Project

ASSESSMENT CRITERIA FOR PH.D. STUDENTS

Students are assessed in nine (9) areas across four (4) competency levels as defined below. In order to be granted credit for a specific course, students must demonstrate an overall *minimum level of competency* (i.e., required or intermediate competency). In order to successfully move into the internship year, students must demonstrate an overall 50% *competency level* (required or intermediate) in all courses/learning assessments to date, and in order to successfully graduate the student must demonstrate an overall competency (required or intermediate) level in at least 75% of course/learning assessments for their program.

COURSE COMPETENCIES AND LEARNING EVIDENCE

DEFINITIONS OF COMPETENCY AREAS

Critical Thinking – shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.

Verbal Communication – articulates ideas effectively and maintains congruence between verbal and non-verbal behaviors; shows understanding of group dynamics and awareness of own impact on the group.

Oral Presentation - able to present ideas in a well-organized format; open and able to respond to questions.

Written Communication – writes clearly, presents ideas and information in an organized format; demonstrates technical writing skills including appropriate punctuation, spelling, quotations, grammar, and APA style.

Cultural Awareness and Responsiveness – understands influence of culture on self and others; holds multicultural awareness, knowledge, and skills sufficient to work effectively with people of diverse cultures and worldviews.

Social Responsibility – aware of social, political, and economic inequalities and their psychological effects; shows willingness to address needs of underserved populations.

Emotional Maturity – willing to examine and take responsibility for personal and professional choices; open and non-defensive in receiving and responding to feedback; flexible and willing to change.

Ethical Conduct – demonstrates personal integrity, honesty, and responsibility; works toward integration of personal and professional identity.

Interpersonal Skills – demonstrates empathy, patience, respect, caring, and sense of humor; willing and able to tolerate ambiguity; maintains appropriate boundaries.

DEFINITIONS OF COMPETENCY LEVELS

Below Competency: Fails to meet minimum graduate-level competency in terms of course attendance, class participation, scholarship, and performance standards in a manner which demonstrates a basic understanding of social justice advocacy pertaining to those within the counseling profession and those served by the profession.

Required Competency: Meets the minimum graduate-level competency in terms of course attendance, class participation, scholarship, and performance standards, and demonstrates a basic understanding of the importance of social justice advocacy in the counseling profession and its connection to professional leadership.

Intermediate Competency: Meets *Required Competency*, and demonstrates an ability to be reflective and think critically in terms of professional leadership and social justice advocacy.

Advanced Competency: Meets *Intermediate Competency*, expresses reflexivity related to personal identities and positionality within the counseling profession, demonstrates a theoretical understanding of the necessity of social justice within the counseling profession, and evidences practical ability to enact leadership and advocacy measures. *Advanced Competency* is indicative of entry-level counselor educators (that is, knowledge and skills that would be expected of a beginning-level counselor educator).

ANTIOCH UNIVERSITY EVALUATION PROCEDURES

1. **Attendance:** Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.

2. **Conduct:** Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.

3. **Plagiarism:** Plagiarism is defined as the presentation of an idea or a product as one's own, when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.

4. **Communication Protocol:** All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor.

    E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students' record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system.

5. **Incompletes:** If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of no more than thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student's academic standing. Upon satisfactory completion of the INC, it will no longer count against the student's academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students.

    Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

AUDIO- OR VIDEO-RECORDING OF CLASSES

Your instructor may identify times when recording a class session may have educational or academic value. In these cases, the recordings will be used and shared by your instructor in accordance with the [Guidelines for Lecture Capture and Audio/Video Recording](#). The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

ANTIOCH UNIVERSITY POLICIES

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy, Student Academic Integrity Policy, and the Student Conduct Policy. Academic, student, and other university policies are available online: http://aura.antioch.edu/au_policies/

Questions about policies may be directed to:
Erica Holmes
Associate Provost
eholmes4@antioch.edu
206.268.4422

REASONABLE ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact:
Jill Haddaway
Disability Support Services Coordinator
206.268.4151
dss.aus@antioch.edu

LIBRARY SERVICES AND RESEARCH SUPPORT

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you'll find books carefully vetted to help you in your academic pursuits. In addition, you'll also find journals, masters' theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, http://www.antiochseattle.edu/library. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206.268.4120 if you need information on how to access the databases.

The Library teaches **workshops** throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206.268.4507 or bstuart@antioch.edu.

WRITING SUPPORT AT ANTIOCH UNIVERSITY

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for *free* **writing support**:

AUS Writing Lab (room 323 Library/CTL): Formerly the Academic Support Lab. The Writing Lab offers *free* peer-based writing consultations (schedule directly online at http://www.antiochctl.mywconline/; call 206.268.4416; or email writinglab.aus@antioch.edu.) and drop in hours. They also conduct workshops and maintain resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by AUS students. Check their website for future workshops on topics related to academic writing.

The Virtual Writing Center (VWC): The VWC is located at antioch.edu/vwc and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing vwc@antioch.edu.

The Writers' Exchange (WEX; fee-based writing support): The Writers' Exchange (WEX) was developed at Antioch University in direct response to the increase demand of graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at wex.antioch.edu.

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.