#### COURSE GUIDE FOR EPCE 6336

**DOCTORAL SEMINAR IN COUNSELING:**

**EPCE 5336-002-Advanced Consultation & Collaboration and Multicultural Social Justice**

**Phase I Course**

**(Face to Face)**

****

**PhD in Counselor Education and Supervision** Distinctive Products:

* Create, implement, and evaluate an Advocacy and Social Justice Leadership Plan/Project (with a strong consultation component) that impacts the needs of institutions of higher education, communities, schools, and/or the counseling profession.

**Activity and Evaluation**

* Difficult Dialogues on Social Justice Project

### Spring 2021

aretha faye marbley, PhD

Professor

Texas Tech University

Lubbock, Texas

**Instructor:** aretha marbley, Ph.D.

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**Office Hours:** T 2-5pm Virtual hours: 10-12:30 T or by appointment

**Professor will be available (via Skype for Business) Tuesdays from 5-5:30pm**

**Meeting Time/Place:** Room 300 Education Building

**a. If Texas Tech University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. Should that be necessary, students will be advised of technical and/or equipment requirements, including remote proctoring software. [Statement currently under review.]**

**b. Policy on absences resulting from illness (see Attachment A.). To avoid students feeling compelled to attend in-person class periods when having symptoms or feeling unwell, a standard policy is provided that holds students harmless for illness-related absences.**

**c. Policy statement on positive test (see 2.b.v above).**

**d. Requesting accommodations as a result of personal health concerns (see Attachment B.). It is important to enable students who have immunocompromising health conditions or concerns for family or other live-in individuals’ health risks reasonable accommodations for fulfilling class attendance and assignment expectations.**

**A. Illness-Based Absence Policy**

**If at any time during this semester you feel ill, in the interest of your own health and safety as well as the health and safety of your instructors and classmates, you are encouraged not to attend face-to-face class meetings or events. Please review the steps outlined below that you should follow to ensure your absence for illness will be excused. These steps also apply to not participating in synchronous online class meetings if you feel too ill to do so and missing specified assignment due dates in asynchronous online classes because of illness.**

**1. If you are ill and think the symptoms might be COVID-19-related:**

**a. Call Student Health Services at 806.743.2848 or your health care provider.**

**b. Self-report as soon as possible using the Office of the Dean of Students website. This website has specific directions about how to upload documentation from a medical provider and what will happen if your illness renders you unable to participate in classes for more than one week.**

**c. If your illness is determined to be COVID-19-related, all remaining documentation and communication will be handled through the Office of the Dean of Students, including notification of your instructors of the period of time you may be absent from and may return to classes.**

**d. If your illness is determined not to be COVID-19-related, please follow steps 2.a-d below.**

**2. If you are ill and can attribute your symptoms to something other than COVID-19:**

**a. If your illness renders you unable to attend face-to-face classes, participate in synchronous online classes, or miss specified assignment due dates in asynchronous online classes, you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own and other health care providers may arrange virtual visits.**

**b. During the health provider visit, request a “return to school” note;**

**c. E-mail the instructor a picture of that note;**

**d. Return to class by the next class period after the date indicated on your note.**

**Following the steps outlined above helps to keep your instructors informed about your absences and ensures your absence or missing an assignment due date because of illness will be marked excused. You will still be responsible to complete within a week of returning to class any assignments, quizzes, or exams you miss because of illness.**

\*\*This course will be taught in a hybrid format of in person, Blackboard, and distance delivery communication using the Texas Tech Lync System.

We will meet twice in-person (In Lubbock) (18 hours) and three by distance delivery (6 hours) and the remainder of time via Blackboard);

**Schedule:**

See schedule below:

**1/22/2021 6-9pm & 1/23/2021 12-4pm**

**2/10/2021** **6-8pm Class meets via distance delivery (Skype for Business/Collaborator)**

**2/19/2021 6-9pm & 2/20/2021 12-4pm**

**3/3/2021 6-8pm Class meets via distance delivery (Skype for Business/Collaborator)**

**4/23/2021 5-9pm & 4/24/2021 8-5pm (S. J. Dialogues with Dr. Kabell’s Class)**

**5/4/2021 6-8pm Class meets via distance delivery (Skype for Business/Collaborator) TBN**

Participation via Lync/Skype/Blackboard Collaborate is synchronous, meaning all together and the same time. However, participation via Blackboard is asynchronous which means you can work with course materials at the times that are convenient for you. **Technology Support:** IT HelpCentral at 806-742-HELP.

**I. Course Goals**:

**Mini Course One: Advanced Consultation and Collaboration**

# This section has three major goals:

* 1. Advanced knowledge of mental health, school, and organization consultation
  2. Empirical knowledge and therapeutic skills in consultation and collaboration
  3. Culturally competent professionals who can provide a wide range of effective, ethical, and therapeutic consultative interventions to a diverse set of clients.

**Mini Course Two: Advanced Multicultural Social Justice**

# This section has three major goals:

1. Knowledge of social justice, advocacy, and multiculturalism.
2. Development of scientific values and skills as applied to human diversity and social justice.
3. Cultural influence on individual development.

**II. Conceptual framework**

The conceptual framework encompasses the college’s [nine initiatives for change](http://sharepoint2010.itts.ttu.edu/EDUC/Education%20Archives/Big%20Nine%20Initiatives/Big%209%20Overview/Hovey%20wordsmithing%20of%20Ridley's%20022312%20revisions.docx). The essence of the framework is captured by the challenge, “Leading a Revolution in American Education.” This revolution, and thus the conceptual framework, has four major thrusts: 1) transforming educator/counselor preparation, 2) transforming client/university partnerships, 3) transforming educational research; and 4) transforming reward systems. All components are interrelated.

1. **NCATE Transformation**

Across the nation, there are calls to drastically reform educator preparation, and Texas Tech University is responding by transforming its programs to meet those demands. A basic part of this transformation is rethinking how education and helping professionals are prepared. Becoming counselors, counselor educators, and supervisors indicates that as educators, we must rethink how we advocate, disseminate knowledge, and conduct research. This change will transform Texas Tech counselor preparation programs from maintainers of the status quo to innovative leaders preparing counselors to meet the academic and economic challenges of the 21st Century. As such, this course takes into account both NCATE and CACREP accreditation standards.

“Leading a Revolution in American Education” is more than a theme; it captures several initiatives that are transforming educator preparation at the university. Many aspects of these reforms are found throughout this course—reforms that will change you.

* You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher level skill and product competencies that you will develop.
* You will learn what is valued by employers and counseling professionals. State and national standards (i.e. *ASCA National Model*, advocacy competencies, codes of ethics), CACREP accreditation standards, professional literature, a variety of focus groups, Counselor Education Advisory Board, and counseling supervisors/employers were all involved in determining the learning outcomes for this course.
* Instruction will be connected to improved beneficence within the profession as well as positive outcomes of the clients/students that you will be counseling.
* This course does not stand alone, instead, it is part of an integrated program that has well-articulated and distinctive outcomes.

**B. Trademark Outcomes: Products for doctoral program**

1). Distinctive Products: EPCE: Doctor of Philosophy in Counselor Education:

* + Create, implement, and evaluate an Advocacy and Social Justice Leadership Plan/Project (with a strong consultation component) that impacts the needs of institutions of higher education, communities, schools, and/or the counseling profession.

2). Distinctive Assessments for PhD Programs: EPCE 6336 Course Mini Course I

* Article Critique
* Research Papers
* Case Study Simulations

3). Distinctive Assessments for PhD Programs: EPCE 6336 Course Mini Course 2

* Action Plan
* Portfolio (Draft)
* Presentation of diversity issues and diversity resources
* Advocacy and Social Justice Leadership Project

**C. Incorporation of Apply and Evaluate (A&E) activities**

This course, EPCE 6336, is a Phase I course. A phase I course is a course in which \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**D. Counselor Education Technology Competencies**

Specific technology competencies (outside class) covered in this course include the ability to:

Specific technology skills covered in this course include:

1 Be able to use productivity software to develop web pages, word processing documents (letters, reports), basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.

2 Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences.

3 Be able to acquire, use and develop multimedia software, (i.e., PowerPoint/Keynote presentations, animated graphics, digital audio, digital video) applicable to education, training, and practice.

6 Be able to use email.

7 Be able to help clients search for and evaluate various types of counseling-related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.

8 Be able to subscribe, participate in, and sign off counseling related listservs or other internet based professional communication application.

9 Be able to access and use counseling-related research databases.

**E. CACREP Standards**

CACREP Standards are integral to this course. The 2016 CACREP Standards can be viewed at <http://www.cacrep.org/for-programs/2016-cacrep-standards/>.

6.B.1.f. Ethical and culturally relevant counseling in multiple settings.

6.B.3.h. Ethical and culturally relevant strategies used in counselor preparation.

6.B.5.g. Strategies of leadership in consultation.

6.B.5.h. Current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.

6.B.5.j. Models and competencies for advocating for clients at the individual, system, and policy levels.

6.B.5.k. Strategies of leadership in relation to current multicultural and social justice issues.

6.B.5.l. Ethical and culturally relevant leadership and advocacy practices.

**III. Course Purpose:**

# IV. Course Description

This course is twofold: it is considered (1) advanced preparation for the counselor as a consultant and (2) advanced preparation for the counselor as a counselor working with and on advocating on behalf of social injustices and oppressed and historically oppressed groups. It assumes prerequisite knowledge of counseling theory, diversity, communication/facilitation skills development via supervised experience in consultation, diverse populations, and didactic presentation of theory and current research. Consultation provides additional preparation for research on process and outcomes of consultation and working with mental health and behavioral issues with diverse populations and organizations. Whereas, Multicultural Social Justice emphasizes application of theories and models, specifically relationship between counseling and social justice, and theories, models, and strategies of social justice, social change, leadership, and advocacy in community and school settings.

**1. Prerequisites:** None

**2. Methods of Instruction:** Students will access their Blackboard courses at [www.blackboard.ttu.edu](http://www.blackboard.ttu.edu) and login with their eRaider username and password. If a student has any technical difficulties with Blackboard, they will need to contact IT HelpCentral at 806-742-HELP.

**V. Student Learning Outcomes and Assessment of Outcomes:**

See Mini Course One and Mini Course Two description

# VI. Course Requirements/Methods of Evaluation Employed

See Mini Course One and Mini Course Two Assignments Description

**Journaling Assignments:**

All students must submit a journal to the instructor via Blackboard about their reactions to the classroom learning. This journal is for you to respond to class discussions, assignments, and other information you will be analyzing over the course of the semester **(2/22 & 4/28**). You must include textbook reflections. Journals will be submitted twice during the semester. Entry length should simply be long enough to reveal that the student is thinking about the materials and correctly understanding related concepts and applications (about a one doubled spaced typed page).

Use of class time: Class may consist of film, speakers, tours, media, discussions, a

papers.

**Evaluation Procedures**

Assignments are due on the date assigned. Late papers and/or presentations not turned will be reduced one letter grade for each class late. In the case of illness or an emergency, exceptions will be made; however, the student must provide written evidence to verify the illness or the emergency.

Grading Policy

Grading Scale Points

93 – 100 A

80 – 92 B

75 – 79 C

70 – 74 D

69 and lower F

**Activity and Evaluation**

The goal of the A & E Assignment for EPCE 6336 is for students to plan, organize, and host a structured dialogues event on social justice and advocacy leadership for professionals working in community, mental health, and non-profit agencies/ programs as it relates to the following statuses: Cultural Competency; Gerontology/Aging; Ability; Religion; Sexuality; Gender; Race/Ethnicity (African Americans, Asians, Hispanic/Latino; Native American/American Indians; and White Americans. Embedded in the dialogues knowledge of cultural competency and advocacy leadership skills.

* **"To pass, students must score a minimum of 3 on the rubric for the *Dialogues* assignment.**

**VII. Class Schedule/Content Areas**

**1/13** **Mini Course 1-Advanced Consultation and Collaboration begins**

**1/22-1/23 Class Meets on TTU Campus**

**1/22**  Text: Chapter 1 Foundations of Consultation and Collaboration

Text: Chapter 2 Consultants, Consultees, and Collaborators

(CACREP 6.B.1.f, B.5.g, B.5.j)

**1/23**  **Generic Models of Consultation and Collaboration**

Dougherty Text: Chapters. 3, 4, 5, 6

Text: Chapter 3- An Overview of Generic Model of Consultation & Collaboration

Text: Chapter 4-Entry Stage

Text: Chapter 5 Diagnosis Stage

Text: Chapter 6 Implementation Stage

Text: Chapter 7 Disengagement Stage(CACREP DS.B.1.f, B.5.g, B.5.j)

Introduction and Overview (Assignment posted on Blackboard)

Basic Overview of Mini Course

**1/24 Blackboard Online Discussion** **Qs due 2/1 Responses 2/3-- Chpts 1-2**

**1/27 1st Simulation Paper Due (Written) (CACREP 6.B.5.g, j)**

**1/24-1/27**  **Blackboard Online Discussion Qs due 2/8; Responses 2/10-- Chpts 3-7**

**2/5 Research Paper Outline Due (CACREP 6.B.1.f, B.5.g, j)**

**2/5** **Models of Consultation Dougherty**

Text: Chapter 8 Pragmatic Issues of Working within an Organization

Text: Chapter 9 Mental Health Consultation and Collaboration

Text: Chapter 10 Behavioral Consultation and Collaboration

(CACREP 6.B.1.f, B.5.g, B.5.j)

**2/2-2/5    ACA Conference, New Orleans**

**2/2 2nd Article Critique Due and Online Discussion (CACREP DS.B.1.f, B.5.g. j)**

**Chapter 8 Summary, Questions (Chpts. 9-10) Qs due 2/9; Responses 2/12**

**2/7** Text: Chapter 11 Organizational Consultation and Collaboration

Text: Chapter 12 School-Based Consultation and Collaboration)

(CACREP 6.B.1.f, B.5.g, B.5.j)

**2/9 Chapters 11-12 Summaries/Questions TBN**

**2nd Simulation Paper Due** **(Written)** (CACREP 6.B.5.g, j)

**2/10** **Class meets via distance delivery (Skype for Business/Collaborator)**

**In Class Article Critique due (CACREP DS.B.5.g, j)**

**2/16** Text: Chapter 13 Case Study Illustrations of Consultation and Collaboration

(CACREP 6.B.1.f, B.5.g, B.5.j)

Text: Chapter 14 Ethical and Legal Issues

(CACREP 6.B.1.f, B.5.g, B.5.j)

**2/19-20** **Class Meets on TTU Campus**

**2/19** Theory to Practice

**Research Assignment Oral Presentation**

**TBN** **Research Paper Assignment Due** **(Written)**

(CACREP 6.B.1.f, B.5.g, j)

**2/20 Mini Course 1-Advanced Consultation and Collaboration ends**

**Mini Course 2-Advanced Diversity & Social Justice Leadership begins**

2nd Half /Basic Overview of Course

Introduction of Diversity, Social Advocacy, and Social Justice

Introduction to the Cross Cultural and Advocacy Competencies Models

Privileged Groups and Resistance

**Goodman, Text: Chapters 1-5**

**marbley Text: Chapters 1-7**

(CACREP 6.B.5.j, k)

**2/21 Consultation Course Reflection Critique Due Mini Course 1**

**1st Journal Entry Due**

**Conference Proposal Due**

**2/25 Action Plan Project Proposal Assignment (SA and SJ ) Due**

(CACREP 6.B.1.f, B.5.h,j, k, l)

**Blackboard Online Discussion Qs due 2/26; Responses 2/28—**

**Goodman Text: Chpts- 6-8**

**marbley Text: Chpts- 6-8**

**2/25-2/27 Winter Roundtable**

**3/3** Introduction to the Social Justice Models (CACREP 6.B.5.k)

Text: Chapter Support for Social Justice

Goodman, Text: Chapters 9-11

marbley Text: Chapter 9-10

**Class meets via distance delivery (Skype for Business/Collaborator)**

**3/7** Ethical and Legal Considerations for Diverse Populations

Case Scenarios Exercise (Students will create Scenarios to share in Blackboard

Discussion

**Dialogues Organizing/Assignments due**

(CACREP 6.B.1.f, B.5.h)

**Spring Break: March 13– 21\***

**3/12 Chpts 9-11 (Goodman) & 9-10 (marbley) due Summaries Due**

(CACREP 6.B.5.j)

**3/25 Counternarratives**

**Advocacy/Social Justice Projects-Written Due** (CACREP 6.B.1.f, B.5.h,j, k, l)

**4/19** **Culturally Competent Work Plan Due**

**SJ Advocacy Project** (Oral Presentation)

**4/23-24** **Class Meets on TTU Campus**

**4/24** **Social Justice Dialogues Event** (CACREP 6.B.1.f, B.3.h, B.5.h, j, k, l))

**4/26 Advocacy and Social Justice Leadership Portfolio Due (Written)**

**4/27 2nd Journal Entry Due**

TBN  **Advocacy and Social Justice Leadership Portfolio presentation**

**(Class Meets via Distance--** Lync/Skype/Blackboard Collaborate)

**4/30 Research Paper Due TBN**

**Social Justice and Advocacy Course Reflection/Critique Due**

**5/4 Class meets via distance delivery (Skype for Business/Collaborator) TBN**

**Last class day**

**Course Wrap-up**

**May 6-11 Final Examination Period**

**May 14-15** **Commencement**

# \*\*Note: Topics may change when necessary and assignment due dates/schedule may be subject to change based on class need.

# For exam schedules see [www.depts.ttu.edu/officialpublications/ClassSchedule/FinalExams.php](http://www.depts.ttu.edu/officialpublications/ClassSchedule/FinalExams.php).

**VIII. Required Text**

**Textbooks:**

May be purchased as a hard-bound or paper-bound textbook and some may also be purchased as eBooks via the publishers.

**Required Mini Course I: Advanced Consultation and Collaboration**

Dougherty, A. M., (2014*). Psychological consultation and collaboration in school and*

*community settings* (6th ed.). Wadsworth.

Dougherty, A. M. (2014). *Casebook of psychological consultation and collaboration in school*

*and community settings*. (6th ed.). Wadsworth.

**Required Mini Course II: Advanced and Multicultural Social Justice**:

Goodman, D. (2011).  Promoting diversity and social justice: Educating people from privileged

groups.  (2nd ed.).  New York: Routledge.

marbley, a. f. (2011) *Multicultural counseling: Perspectives from counselors as clients of*

*color.* New York: Routledge.

**Recommended (Optional):**

Recommended: The following books and will be put on reserve in the LRC for students who choose not to buy them. The articles in the Bibliography may be a resource for specific group presentations. (See Appendix H).

Ferber, A., Jiménez, C., O'Reilly Herrera, A., & Samuels, D. (Eds.). (2008). *The   
matrix reader:*

*Examining the dynamics of oppression and privilege*. New York: McGraw-Hill.

Sue, D. W., Ivey, M. B., & Pedersen, P. B. (2008). *A theory of multicultural counseling and*

*therapy:* Cengage Learning.

Adams, M., Blumenfeld, W., Castaneda, C., Hackman, H. W., Peters, M. L., & Zuniga, X.

(2013). *Readings for diversity and social justice* (3rd ed.). New York: Routledge.

Roysircar, G., Sandhu, D. S., & Bibbins, V. E., Sr. (Eds). (2003).Multicultural competencies: A

guidebook of practices. Alexandria, VA:  American Counseling Association.

Vontress, Johnson, & Lawrence (1999) *Cross-cultural counseling: A casebook*. VA: ACA.

**Competencies:**

* Advocacy Competencies: Lewis, Arnold, House & Toporek. Located at: <http://www.counseling.org/Publications/>
* Competencies for Counseling with Transgender Clients. Located at: <http://www.counseling.org/Publications/>
* Competencies for Counseling with Gay, Lesbian, Bisexual, and Transgendered (LGBT) Clients. Located at: <http://www.algbtic.org/competencies.html>
* Cross-Cultural Competencies and Objectives. Located at: <http://www.counseling.org/Publications/>

**VIX. Course Policies**

1. Attendance: Students are expected to attend all scheduled classes during the semester.
2. Absences: Students are allowed one excused absence during the semester without proof of the reason for the absence. However, if assignments are due on the day absent, the student must arrange for the assignments to be turned in by the due date. For other absences, it is the responsibility of the student to inform the instructor before the absence, if possible. The student must provide proof of illness or emergency (doctor’s excuse, photo of flat tire, etc.).
3. Make-up: Course assignments may be completed and turned in for full credit with proof of illness or emergency.
4. On-line behavior: Class discussions on-line are to be conducted with civility and respect for other students. Students who fail to be civil and respectful will be banned from the discussion forum and receive a 0 for the remaining assignments.

Additional information is available in OP 34.04

**Other Class Policies**

**Assignments**:

Assignments are due at the *midnight* of the class on the date assigned and can be uploaded 3 days prior to due date. Assignment must be **submitted electronically using the Assignments Tab in Blackboard.** Late papers and/or presentations not turned in at the beginning of class will be reduced one letter grade for each class late. Students are required to complete all assignments, missing an assignment (regardless of number of points) will reduced your final grade one letter grade. In the case of illness or an emergency, exceptions will be made; however, the student must provide written evidence (doctor’s statement) to verify the illness or the emergency. Students are expected to follow proper APA Publication guidelines for writing assignments and to adhere to ACA ethical standards at all times.

Electronic device includes cell phones (including smartphones), computers (laptops, notebooks, netbooks, tablets, and handhelds), mp3 and other digital audio and video players (including DVD players), and analog and digital audio and video recording devices (still and movie cameras).

1. A student may not use an electronic device during class time without the express permission of the instructor. Use of cell/smartphones during class time is always prohibited, as is leaving the room to answer or make a call.
2. A student with a diagnosed disability must present to the course instructor the appropriate paperwork from the Office of Disability Services in order to work out an accommodation for the use of otherwise prohibited electronic devices.
3. A student violating an instructor’s classroom policy or individual instructions on the use electronic devices in the classroom shall be subject to any or all of the following actions:

- Confiscation of the device by the instructor for the remainder of the class period

- Dismissal from the class for the day on which the offense occurs

**Attendance Policy**

*HOW ATTENDANCE POLICY WILL BE ENFORCED:* An electronic e-mail is required from each student to the instructor by the end of the drop/add period to confirm the student is attending this online course. Your instructor in this course counts attendance in multiple ways such as emails to the instructor, taking of online quizzes, submissions of homework assignments, and discussion board postings (see dates for online meeting and assignments on Course Outline—Appendix J) is the *minimum* requirement to be considered present. Much more contact will probably be necessary to pass the course. The end of the week is defined as 11:59 p.m. of the Monday following the beginning of the semester, and each Monday thereafter. Students not meeting the minimum attendance requirement prior to midterm will be administratively withdrawn and have a “W” placed on the transcript. Students who violate the course attendance policy after mid-term may earn a grade of "F."

**Email Policy**

In this class our official mode of communication is through email (using the **Course Messages** function) located inside Blackboard. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "Announcement" tool frequently. On weekdays, I check my Blackboard email once -- in the mid-morning. If you send me an e-mail after 6 p.m., do NOT expect an answer until the next day. I may NOT check my mail at all on weekends. So if you send me a message any time after 6 p.m. on Friday, you will not get an answer until Monday morning.

If you have questions about the program or anything not directly related to the class, email me at my Texas Tech account. Emails that do not have EPCE 5371 in subject field will not be read. I do not open emails with attachments. I do not open emails without subject lines. I do not open emails written in languages I cannot read.

**Incomplete Grades**:

Please note that I do not give a grade of incomplete for any assignment or exam missed or final grade at the end of the course except (as per University policy) in the case of definite extenuating circumstance(s) (illness, death of immediate family, accident, etc.) in which case, the student must provide definite proof (doctor's letter for illness, etc.). Being enrolled in too many classes, overworked at home/job, too much responsibility at job, too busy to attend class, etc. does not constitute valid reasons for a grade of incomplete.

**Unclaimed Materials**:

Unclaimed assignments may be pick-up (the 3rd week of the next semester) in the Learning Resource Center (LRC) (Rm 253)**.** Materials not claimed in one year, may be destroyed. (This does not pertain to online courses).

**Diversity**

Each of the students taking this course brings an array of different experiences and knowledge to the course. It is the course instructor’s expectation that within each class session students conduct themselves in a manner that is respectful of diversity, gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. If you feel that in some way that respect has been violated or you have recommendations on how to better fulfill this expectation, you are encouraged to meet with the course instructor.

**Social Media**

Due to the privacy and confidentiality laws and ethics and ethical issues relating to social media and students, as a counselor educator and instructor, I will not befriend students on any personal social media accounts.

**Inclement Weather**

Class will be held if the University is open. However, each student is encouraged to use personal good judgment and monitor weather conditions to ensure safety.

**Emergency Alert Notification System**

Texas Tech University has implemented an Emergency Alert Notification System to inform students, faculty and staff of important alerts and emergency response information. The system is the official campus emergency communications system and will only be used in critical situations. The system enables TECH to send voice messages to up to four phone numbers, one of which can be designated as text-enabled. In addition, TTY/TDD messaging can be enabled for the hearing impaired. E-mail alerts will be sent to all active e-raider addresses automatically.

# X. Scholastic Dishonesty

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Counselor Education students are expected to exhibit ethical conduct at all times.

Additional information is available in OP 34.12.3

Additional information is available in OP 34.22

**XI.** **Handicapping Conditions**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

**XII. Religious Observances**

Students may be allowed an excused absence due to certain religious holidays/observances. Students should notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence. Students must be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Failure to complete these assignments may result in appropriate responses from the instructor.

Additional information is available in OP 34.19

**XIII. ADA Compliance**

A student must register with Student Disability Services and file appropriate documentation in order to be eligible for any disability benefits and services described in this operating policy. The university-approved mechanism for establishing reasonable accommodation is written notification in the form of a *Letter of Accommodation* from Student Disability Services. The *Letter of Accommodation* indicates to faculty that the student has given proof of her/his disability and that the accommodation noted is considered appropriate and reasonable. No further proof of disability should be required of the student. Students presenting other kinds of verification should be referred to Student Disability Services for the appropriate identification. No requirement exists that accommodation be made prior to completion of the approved university process.

Faculty members are not permitted to provide accommodations for a student’s disability needs unless the student provides a *Letter of Accommodation* from Student Disability Services. Ideally, *Letters of Accommodation* should be presented to instructors at the beginning of the semester; however, *Letters of Accommodation* may be submitted at any point during a semester. If a *Letter of Accommodation* is presented after a semester begins, the accommodation applies only from the date presented to and signed by the faculty member until the completion of the semester. One week is considered a reasonable amount of time to allow the faculty member to implement the accommodation.

Additional information is available in OP 34.22

**XIV. Violence and Sexual Harassment**

The university is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state law, the university prohibits discrimination based on sex and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence, sexual violence, and any other misconduct based on sex. Any acts that fall within the scope of this policy hereinafter are referred to as Sexual Misconduct.

While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the university’s policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

This policy applies to all university students and employees, visitors, applicants for admission to or employment with the university, as well as university affiliates and others conducting business on campus. This policy will apply to on-campus and off-campus conduct of which the university is made aware and which adversely impacts the educational and employment environments of the university. The university will take all reasonable steps to prevent recurrence of any Sexual Misconduct and remedy discriminatory effects on the Reporting Party and others, if appropriate.

The full description of the University’s policy on violence and sexual harassment can be found in OP 40.03.

**XV. Classroom Civility/Etiquette**

Students are encouraged to follow the eight ethical principles supported in the *Strive for Honor* brochure. They are:

* *Mutual Respect* – Each member of the Texas Tech community has the right to be treated with respect and dignity.
* *Cooperation and Communication* – We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom.
* *Creativity and Innovation* – A working and learning environment that encourages active participation.
* *Community Service and Leadership* – Exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment.
* *Pursuit of Excellence* – Texas Tech University is committed to achieving excellence following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.
* *Public Accountability* – We strive to do what is honest and ethical even if no one is watching us or compelling us “to do the right thing”.
* *Diversity* – An environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds.
* *Academic Integrity* – Being responsible for your own work ensures that grades are earned honestly.

**XVI. Title IX: TTU Resources for Discrimination, Harassment, and Sexual Violence**

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Student Resolution Center, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: **TTU Student Counseling Center,**806-742-3674, https://www.depts.ttu.edu/scc/*(Provides confidential support on campus.)***TTU Student Counseling Center 24-hour Helpline**,806-742-5555,*(Assists**students who are experiencing a mental health or interpersonal violence crisis.  If you call the helpline, you will speak with a mental health counselor.)***Voice of Hope Lubbock Rape Crisis Center**, 806-763-7273,voice ofhopelubbock.org *(24-hour hotline that provides support for survivors of sexual violence.)***The Risk, Intervention, Safety and Education (RISE) Office**, 806-742-2110, rise.ttu.edu *(Provides a range of resources and support options focused on prevention education and student wellness.)***Texas Tech Police Department**, 806-742-3931, http://www.depts.ttu.edu/ttpd/ *(To report criminal activity that occurs on or near Texas Tech campus*.)

**XVII. Resources for Safe Campus**

Safety is important at Texas Tech. There is an Emergency system across the campus that allows contact with the Campus Police. One is on 18th Street between the Education Building and the Parking Garage. Other resources, including student safety, disability resources, student conduct, and student health services, can be found at <http://www.depts.ttu.edu/dos/bit/available-resources.php>

**XVIII. References**

See Mini Course One and Mini Course Two description

# XIX. Rubrics

# See Mini Course One and Mini Course Two description

# Mini Course I:

**January 13, 2020- February 21, 2020**

**Advanced Consultation and Collaboration**

**Advanced Consultation and Collaboration**

The purpose of this first section of the course is learn the role of the licensed professional counselor, school counselor, and other mental health and higher education professional as consultant and collaborator; models/theories; related skill development; evaluation/techniques; issues and trends. There will be a balance among theory, research, and practice with the ultimate concern being application.

# Course Goals:

# This section has three major goals:

* 1. Advanced knowledge of mental health, school, and organization consultation
  2. Empirical knowledge and therapeutic skills in consultation and collaboration
  3. Culturally competent professionals who can provide a wide range of effective, ethical, and therapeutic consultative interventions to a diverse set of clients.

**Objectives:**

1. Describe the basic structures of supervisory and consultative relationships
2. Identify concepts and techniques related to the understanding of the dynamics of supervisory relationships, including several theoretical approaches to clinical supervision.
3. Identify key ethical issues and dilemmas that commonly occur in clinical supervision and consultation and discuss potential methods for their appropriate resolution.
4. Identify and discuss the impact of differences between the supervisor and supervisee/ consultant and consultee as well as supervisee and client in areas related to power and authority, social and cultural backgrounds, age, race, gender, sexual identity, economic status, disability, language and other issues of diversity.
5. Discuss relevant evidence-based information from the current literature related to the practice of clinical supervision and consultation.

**STUDENT LEARNING OUTCOMES AND ASSESSMENT OF OUTCOMES**

**Students Successful Completing the Course Will:**

|  |  |
| --- | --- |
| **Student Learning Outcomes** | **Assessments** |
| Demonstrate effective consultation and collaboration skills (CACREP 6.B.1.f, B.5.g, B.5.j) | Class discussions, exams, and group projects, and presentations |
| Differentiate between consultation and collaboration and choose the appropriate service given the situation at hand (CACREP 6.B.1.f, B.5.g, B.5.j) | Class discussions, exams, and group projects, and presentations |
| Demonstrate knowledge of consultant and collaborator characteristics and behaviors that influence helping processes (CACREP 6.B.1.f, B.5.g, B.5.j) | Class discussions, exams, and group projects, and presentations |
| Demonstrate knowledge of consultee characteristics and behaviors that influence helping processes (CACREP 6.B.1.f, B.5.g, B.5.j) | Class discussions, exams, and group projects, and presentations |
| Demonstrate knowledge of consultation theories including major theories, proponents, advantages and limitations in application and behavioral manifestation. (CACREP 6.B.5.g, B.5.j) | Class discussions, exams, and group projects, and presentations |
| Demonstrate knowledge of basic and advanced helping skills used in consultation and collaboration (CACREP 6.B.1.f, B.5.g, B.5.j) | Class discussions, exams, and group projects, and presentations. |
| Implementation of helping process related to consultation and collaboration (goal setting, process control behaviors, determination of process parameters, responsibilities, and methods of evaluation and effectiveness). (CACREP 6.B.5.g) | Class discussions, exams, and group projects, and presentations |
| Explain consultant/collaborator orientation to helping processes. (CACREP 6.B.5.g) | Class discussions, exams, and group projects, and presentations |
| Explain consultant/collaborator verbal and nonverbal behavior in helping processes. (CACREP 6.B.5.g) | Class discussions, exams, and group projects, and presentations |
| Sex th Explain and self-evaluate levels of helping skills as they relate to consultation and collaboration (CACREP 6.B.5.g) | Class discussions, exams, and group projects, and presentations |
| Explain internal and external factors affecting the consultation and collaboration relationships. (CACREP 6.B.1.f, B.5.g, B.5.j) | Class discussions, exams, and group projects, and presentations |
| Apply culturally competent skills to practice consultation and collaboration. (CACREP 6.B.1.f, B.5.g, B.5.j) | Class discussions, exams, and group projects, and presentations |
| Demonstrate knowledge of methods and skills of leading large group consultation and collaboration activities. (CACREP 6.B.1.f, B.5.g, B.5.j) | Class discussions, exams, and group projects, and presentations |
| Demonstrate knowledge of the legal and ethical issues related to the consultation and collaboration process. (CACREP 6.B.1.f, B.5.g, B.5.j) | Class discussions, exams, and group projects, and presentations to assess learning. |
| Apply appropriate professional ethical standards when engaging in consultation and collaboration. (CACREP 6.B.1.f, B.5.g, B.5.j) | Class discussions, exams, and group projects, and presentations to assess learning. |
| Explain various helping professional roles and functions and how they are similar and dissimilar to consultation and collaboration. (CACREP 6.B.1.f, B.5.g, B.5.j) | Class discussions, exams, and group projects, and presentations to assess learning. |

**Multicultural Focus of Consultation and Collaboration**

This section of the course includes a unit on consultee/client system characteristics (e.g., race, sexuality, aging, gender) and implications for the effective practice, deals with the culturally competent organization, discusses the skills and attitudes necessary for working competently with cultural diversity, reviews relevant literature and research, discusses the need for a multicultural framework for consultation/collaboration, notes multicultural aspects related to the stages of consultation and collaboration, models of consultation, school consultation and case studies, and cites implications for the effective practice of consultation and collaboration.

# Content:

**The history and nature of consultation:**

1. Origins and underlying assumptions

2. Differences from counseling

A. Stages of Consultation and Collaboration

B. Models of consultation

1. Mental health
2. Behavioral
3. Organizational
4. School-Based

C. Consultation process

1. Mediation
2. Collaboration
3. Prescription

**Selection of model and strategies**

1. Consultant factors
2. Consultee factors
3. Collaborator factors
4. Environmental factors
5. Cross cultural factors
6. Essential elements
7. Necessary Communication/facilitation skills
8. Strategies compatible with selected models

**Team building:**

**Current research and implications:**

**F. Evaluation processes**

1. Purpose
2. Criteria
3. Procedures
4. Instruments
5. Follow-up
6. Ethical and legal issues

**ASSIGNMENTS: (All work must be completed using the latest APA ed.)**

**(1) Questions/Chapter Reflections: 4 pts.**

Students are required to meet on-line, in groups, and participate in assigned chapter discussion questions. For Chapters 1-8, students are to post one reflective discussion question from each chapter, using the questions as a springboard to participate in the Black Board threaded discussion board. These answers to these questions are ones that CANNOT be found in the text. Students are also required to respond to at minimal to a minimal of **one** **question** for each chapter. The threaded discussions are asynchronous, which means that during the assigned timeframe, students will post their questions on their own time. They will enter the discussion board throughout the assigned timeframe to respond to others’ postings within their groups. **(See course outline for due dates).** .5 pts for each chapter.

**(2) Course Reflection/Critiques: 5 points**

Students are required to complete a 1-page course reflection **(3) Chapter Summaries: 5 points**

Students will provide summaries for Chapters 8-12 of the assigned textbook. (1 point per chapter).

**(4) Research Assignment:** **Options (Choose 1)**: **(a) Short Paper or (b) Issue Papers (16 pts).**

(a) Short Paper:

In small groups, you will be expected to write a **short (8-10 pgs.) research paper on a consultation topic** incounseling that clearly RELATES to your research agenda. Your paper should clearly synthesize readings and discussions from class, as well as legal sources, journal articles, books, applicable codes of ethics. Conclude with your own decision on how this will impact your future work as a consultant**.**

**(b) Issue Papers:**

You are to complete three issue papers on topics of interest as they relate to consultation and to your research agenda. At least one of your papers must focus on an issue that addresses **multicultural/diversity** and one must be related to mental health consultation. Information cited in the articles used to complete the other pertinent assignments may be used to supplement your issue paper discussions. Issue paper guidelines are included in **Appendix A**. Each issue paper is worth 5 points for a total of 16 points.

Base on the research assignment, you will turn your paper into a research article and submit a draft of a publishable manuscript. Please include the name of the journal, scope, rank, mission, and guidelines. The length and specifics will be based on the journal’s guidelines. Please make sure that it has been professional edited.

(5) Case Study Simulations- 5 points each (Class decides if this assignment will be group or individual). Written Reports on two Case Study Simulations in Consultation. Cases will be distributed later.

## GRADING AND COURSE REQUIREMETS

## Methodology/Assessment

## You determine your grade by the number of points earned on the various course activities. With this approach, there is no pre-conceived distribution of grades. Everyone or no one can receive an “A.” There are 6 requirements for this section of the course (with assigned point values) specified below.

Descriptions of assignments are included either in the topic outline or below in this section.

|  |  |  |
| --- | --- | --- |
| **Due Date** | **Assignment** | **Points Possible** |
| Jan 27 | 1st Simulation Paper Due | 5 |
| Jan.31 | Research Paper Outline | 4 |
| Feb. 2 | 2nd Article Critique Due | 5 |
| Feb. 9 | 2nd Simulation Paper | 5 |
| Feb 10 | 1n Class Article Critique Due | 5 |
| Feb 21 | Consultation Course reflection | 5 |
| May 4 TBA | Research Paper Assignment  10 (written) 2 (oral) | 12 |
| See Course Outline | Chapter Questions | 4 |
| See Course Outline | Chapter Summaries | 5 |
| **Total Points Possible:** |  | **50** |

**APPENDIX A**

**ISSUE PAPER GUIDELINES**

Professional counselors and other mental health professionals are often called upon to prepare: (1) written documents explaining complex issues facing clinical practice, research, teaching, and consultation; (2) proposals for new programs; or (3) documentation of the needs to inform practice and continue existing mental health programs. Since senior level administrators, nonclinical faculty, or governing boards with little expertise in counselor education often read these papers, our ability to present arguments clearly, concisely, and convincingly (with appropriate documentation) is extremely important.

**Guidelines**

* + - * 1. An issue paper is to identify and discuss an important and current issue related consultation. At least one of your papers must focus on an issue related to mental health consultation and one must focus on **multicultural/diversity** issues.
        2. To prepare an issue paper, you will want to read a variety of academic publications that speak to issues impacting consultation. Since a major purpose of this assignment is to introduce you to the profession’s literature base, citations from popular press (e.g., O, Time, Newsweek, Mademoiselle, or Rolling Stone) should be minimized. You may utilize electronic sources available on the World Wide Web.

(3) The paper can be as brief as four paragraphs; one paragraph to delineate the issue, one to give the “pro” side of the issue, one to give the “con” side, and one to state your conclusions. **The issue paper cannot be more than one page in length—including references.**

(4) Reference style must follow the professional style guidelines as given in the latest Publication Manual of the American Psychological Association (APA). No other form is acceptable. References should be listed at the bottom of the page. At least one reference is required for each of the “pro” and “con” positions; references for each position must differ.

(5) Your writing style and analytic abilities are the most important in these papers.

**CACREP Standards Addressed:**

DS6.B.1.f. Ethical and culturally relevant counseling in multiple settings.

DS6.B.5.g. Strategies of leadership in consultation.

DS6.B.5.j. Models and competencies for advocating for clients at the individual, system, and policy levels.

LGBTQIA Support

I am committed to the practice of ‘allyship’ towards the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech.  Please note that additional resources are available through the Office of LGBTQIA Education & Engagement as part of Student Affairs and the Division of Diversity, Equity & Inclusion, Student Union Building Room 201, [www.lgbtqia.ttu.edu](http://www.lgbtqia.ttu.edu)

LGBTQIA Support

I identify as an ally to the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner.  I can assist you in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech.  Please note that additional resources are available through the Office of the LGBTQIA within the Center for Campus Life, Student Union Building Room 201, [www.lgbtqia.gu.edu](http://www.lgbtqia.gu.edu), 806-742-5433.

**Research Paper Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Excellent (14+) | Adequate (11-13) | Weak (below 10) | Scores |
| Citation-  Great sources only 2 were related to Consultation | Appropriate number and excellent quality of references; Cited 5+ sources; properly cited; all are relevant to paper | Adequate number; Cited 3-5 sources; mix of refereed and non-refereed sources, most are relevant to the paper | Failed to cite sources or weak sources cited irrelevant. |  |
| Content-  Your paragraphs were just a bit choppy, lacked transitions sentences between paragraphs. Need a stronger tie into consultation | Timely topic, organized & well-written (logical flow, use of transitions, headings); a clear thesis, compelling, and uses evidence to supports position, valid conclusion | Has a thesis statement, but lacks sufficient examples and details, choppy flow of sentences & paragraphs; few transitions | No clear thesis and little supporting evidence; no headings, paragraphs and sentences not connected |  |
| Grammar  Some grammar errors | Consistent & appropriate writing style, minor grammar errors, excellent word choice, appropriate use of quotes and paraphrases, | Somewhat consistent and appropriate writing style & use of word choice;  Some grammar errors, | Difficult to read and understand.  Multiple grammar errors |  |
| APA formatting  Apply APA for headings, references, etc | Follows APA 6th edition formatting guidelines  accuracy of references (in-text and Bibliography & References) title page, headings | Minor errors in general formatting requirements | Major errors in applying APA format & structure. |  |
| Requirements | 8 to 10 pages (excluding references & title page) | 6-8 pages (excluding references & title page) | Less than 5 pages |  |
| Total 16 |  |  |  |  |

**Appendix B:**

**Consultation Articles (Seminal)**

Beer, M. & Spector, B. (1993). Organizational diagnosis: Its role in organizational learning.

*Journal of Counseling and Development, 71,* 642-650.

Bibliography

Brown, D., & Schulte, A. (1987). A social learning model of consultation. *Professional*

*Psychology: Research and Practice, 18,* 283-287.

Cooper, S. E. & O’Connor, R. M. Jr. (1993). Standards for organizational consultation

assessment and evaluation instruments. *Journal of Counseling and Development, 71,* 651-

660.

Conoley, C. W., Conoley, J. C., Ivey, D. C. & Scheel, M. J. (1991). Enhancing consultation by

matching the consultee’s perspectives. *Journal of Counseling and Development, 69,* 546-549.

Cosier, R. A. & Dalton, D. R. (1993). Management consulting: Planning, entry, performance,

*Journal of Counseling and Development, 72,* 191-198.

Dixon, D. N. & Dixon, D. E. (1993). Research in consultation: Toward better analogues and

outcome measures. *Journal of Counseling and Development, 71,* 700-702.

Jackson, Dennis N. & Hayes, D. H. (1993). Multicultural issues in consultation. *Journal of*

Counseling and Development, 72, 144-147.

Kurpius, D. J., & Fuqua, D. R. (1993). Fundamental issues in defining consultation.

Journal of Counseling and Development, 71, 598-600.

Kurpius, D. J., Fuqua, D. R., & Rozecki, T. (1993). The consulting process: A multidimensional

approach. Journal of Counseling and Development, 71, 607-618.

Lewis, J., Arnold, M. S., House, R., & Toporek, R. L. (2002). *ACA Advocacy Competencies.*

Advocacy Task Force, American Counseling Association.

Mendoza, D. W. (1993). A review of Gerald Caplan’s theory and practice of mental health

consultation. Journal of Counseling and Development, 71, 629-635.

Messing, J. K. (1993). Mediation: An intervention strategy for counselors, 72, 67-72.

Newman, J. L. (1993). Ethical issues in consultation. *Journal of Counseling and Development,*

*72,* 148-156.

Remley, T. P., Jr. (1993). Consultation contracts. *Journal of Counseling and Development, 72,*

157-158.

Sciarra, D. T. (1999) Multicultural consultation in organizations. In D. T. Sciarra (ed.),

Multiculturalism in counseling (pp. 145-182).

Sheridan, S. M., & Dratochwill, T. R. (1992). Behavioral parent-teacher consultation: A practical

approach. *Journal of School Psychology, 30,* 117-139.

Sue, D. W., Arredondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and

standards: A call to the profession. *Journal of Counseling and Development, 70,* 477-486.

West, J. F. & Idol, L. (1993). The counselor as consultant in the collaborative school. *Journal of*

*Counseling and Development, 71,* 678-683.

**Appendix C**

**CACREP Standards Addressed:**

DS6.B.5.g. Strategies of leadership in consultation.

DS6.B.5.j. Models and competencies for advocating for clients at the individual, system, and policy levels.

**EPCE Consultation Skills Simulation Paper Evaluation Rubric**

Total 5.0

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Consultation Skills Evaluation | | | | | |
| Consultation Skills | Needs Expertise  Development | | | | |
| Ability to gain entry, assess needs, and set boundaries | 0 | 1.25 | 25 | .50 |  |
| Ability to objectively assess, define problem situation, set goals | 0 | 1.25 | .25 | .50 |  |
| Ability to provide alternative interventions and/or conceptualizations of problem/client | 0 | 1.25 | .25 | .50 |  |
| Ability to facilitate consultee’s brainstorming of alternatives, options, solutions | 0 | 1.25 | 25 | .50 |  |
| Ability to help consultee choose appropriate interventions, formulate and implement plan | 0 | 1.25 | 25 | .50 |  |
| Ability to evaluate consultee’s process | 0 | 1.25 | 25 | .50 |  |
| Ability to encourage consultee to make own choice, take responsibility for decisions concerning client and counseling | 0 | 1.25 | 25 | .50 |  |
| Ability to design and implement a follow-up plan | 0 | 1.25 | 25 | .50 |  |
| Ability to implement termination | 0 | 1.25 | 25 | .50 |  |
| Ability to conceptualized from a theoretical framework | 0 | 1.25 | 25 | .50 |  |

# MINI COURSE II

**February 20, 2021- May 3, 2021**

**ADVANCED DIVERSITY, ADVOCACY &**

# MULTICULTURAL-SOCIAL JUSTICE

# MINI COURSE II: ADVANCED MULTICULTURAL SOCIAL JUSTICE COURSE

The purpose of Mini Course II of the course is to provide and build on counseling theory and it application to diverse groups in clinical practice. This course focuses on issues of diversity, oppression and social justice. It is designed to prepare counseling students to be knowledgeable of people’s biases based on race, ethnicity, culture, religion, age, sex, sexual orientation, social and economic status, political ideology, disability and how these contribute to discrimination, oppression, and social injustices. Students will learn about diverse cultures, family structure, roles, immigration, and acculturation experiences of marginalized groups.

There will be a balance among theory, research, and practice with the ultimate concern being culture centered and responsible application. At the end of the course the student will create a portfolio that include a personal work plan for culturally and social justice advocacy competent practice that demonstrates their ability to implement the Cross Cultural Competency and Social Justice Advocacy Models.

\*To allow for students’ discussions of their personal experiences, students may participate in a threaded discussion that requires them to share their experiences and the implication of their activity to multicultural and diversity counseling. The student may also do oral presentations via threaded discussions.

Use of class time: Class will consist of guest speakers, media, discussions, and papers.

Course objectives:

1. Demonstrate, skills, abilities, and dispositions as well as professional counseling competencies needed for effective school and mental health counseling and practice in the field.
2. Demonstrate an understanding of the barriers to, and challenges of, personal, academic, and career success of students and clients who are marginalized.
3. Demonstrate an understanding of advocacy and proactive social justice strategies for use with marginalized populations
4. Demonstrate the ability to choose assessment methods appropriate for use in school-based and agency-based counseling practice that are culturally relevant and appropriate
5. Apply and implement the cultural competencies and advocacy competencies models

# Course Goals:

# This section has three major goals:

1. Knowledge of Social justice and multiculturalism.
2. Development of scientific values and skills as applied to human diversity and social justice.
3. Cultural influence on individual development.

**STUDENT LEARNING OUTCOMES AND ASSESSMENT OF OUTCOMES:**

Students successful completing the course will be able to:

|  |  |
| --- | --- |
| **Student Learning Outcomes:** | **Assessments:** |
| Assess own level of cultural competence for working with culturally diverse populations. (CACREP DS6.B.1.f) | Participate in class discussions on these topics. Exams and presentations may also be assigned |
| Identify theoretical frameworks and perspectives that facilitate the understanding of oppression in its varied forms. (CACREP DS6.B.1.f., B.5.h) | Participate in class discussions on these topics. Exams and presentations may also be assigned |
| Demonstrate an awareness of the impact of power and privilege in counseling and its effect of marginalized people. (CACREP DS6.B.1.f, B.5.h) | Participate in class discussions on these topics. Exams and presentations may also be assigned |
| Demonstrate an awareness of the nature of oppression and disparities and its impact on human development and human relationships. (CACREP DS6.B.1.f, B.5.h) | Participate in class discussions on these topics. Exams and presentations may also be assigned |
| Uses advocacy to address institutional and societal barriers that impede on human development. (CACREP DS6.B.5.j, B.5.l) | Participate in class discussions on these topics. Exams and presentations may also be assigned |
| Understand advocacy and multicultural legal and ethical issues that are inherent in agency and school settings. (CACREP DS6.B.1.f, B.5.h, B.5.j) | Participate in class discussions on these topics. Exams and presentations may also be assigned |
| Examine the relationships among power, privilege and oppression among marginalized and dominant populations. (CACREP DS6.B.5.h) | Participate in class discussions on these topics. Exams and presentations may also be assigned to assess learning |
| Assess self and clients for levels of racial identity, ethnic identity, and acculturation. ( CACREP DS6.B.5.h) | Participate in class discussions on these topics. Exams and presentations may also be assigned |
| Demonstrate cultural competency in work with diverse groups (i.e. age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability). (CACREP DS6.B.1.f, B.5.h., B.5.j, B.5.k, B.5.l) | Participate in class discussions on these topics. Exams and presentations may also be assigned |
| Apply culturally appropriate counseling skills and interventions when working with diverse clients. (CACREP DS6.B.1.f.) | Participate in class discussions on these topics. Exams and presentations may also be assigned |
| Operationalized and implement components of the multicultural counseling competencies, advocacy competencies, MCT theory, and theories of identity development. (CACREP DS6.B.1.f, B.3.h, B.5.h., B.5.j, B.5.k, B.5.l) | External evaluators (see rubric) (e.g., panel consisting of supervisors, faculty, and advisory board members. |

**ASSIGNMENTS:**

For in all the assignments below, you must use/cite materials from scholarly sources including the required texts below:

Goodman, D. (2011).  Promoting diversity and social justice: Educating people from privileged

groups.  (2nd ed.).  New York: Routledge.

marbley, a. f. (2011) *Multicultural Counseling: Perspectives from Counselors as Clients of*

*Color.* New York: Routledge.

**ASSIGNMENTS:**

**Most of the Assignments will be in groups:**

**The purpose** of the assignments is to provide students an opportunity to gain multicultural competency and advocacy competency as professional counselors. The following assignments are designed to prepare you for implementing those competencies and demonstrating Advocacy and Social Justice Leadership in Counseling required of all doctoral students to graduate.

**Students must apply** the *Cross Cultural Competencies* (Sue, Arrendondo, & McDavis) adopted as accreditation criteria and published by the Association for Multicultural Counseling and Development and the American Counseling Association in 1992 and the *Advocacy Competencies* (Lewis, Arnold, House, & Toporek) adopted by the American Counseling Association in 2002 in all of their assignments. **(All work must be completed using the latest APA ed.)**

* 1. **Questions/Chapter Reflections: 6 pts.**

Students are required to meet on-line, in groups, and participate in assigned chapter discussion questions. For Chapters- 1-5 (Goodman) and Chapters 1-7 (marbley)students are to post one reflective discussion question from each chapter, using the questions as a springboard to participate in the Black Board threaded discussion board. These answers to these questions are ones that CANNOT be found in the text. Students are also required to respond to at minimal to a minimal of **one** **question** for each chapter. The threaded discussions are asynchronous, which means that during the assigned timeframe, students will post their questions on their own time. They will enter the discussion board throughout the assigned timeframe to respond to others’ postings within their groups. **(See course outline for due dates).** .5 pts for each chapter.

* 1. **Course Reflection/Critiques: 2pts**

Students are required to complete a 1-page course reflection.

* 1. **Chapter Summaries: 5pts**

Students will provide summaries for Chapters 9-11 (Goodman) & Chapters 9-10 (marbley) of the assigned textbooks (1 point per chapter).

**4. Multicultural Social Justice Advocacy Leadership Dialogues**

**(See App. H & I)**

Working Theme: TBA.

As a class, students will plan, organize, and host a Difficult Dialogues Event on multicultural-social justice and advocacy leadership. The dialogues theme and sessions will be based on **the Action Plan Projects** and will include aspects of the following statuses: (1) gerontology/aging, (2) ability/disability, (3) religion (4) sexuality, (5) gender, (6) race/ethnicity (African Americans, Asians, Hispanic/Latino (a) Native American/American Indians, and White Americans).

**Students must include other aspects of diversity in their presentation such as:**

Multicultural Counseling: Ethical and Legal Considerations

Ethnicity/Race and Mental Health Systems

Sex and Gender

Sexual Orientation

Able-Bodied/"Disabled"

Sociopolitical Perspectives:

* Racism
* Civil Rights
* Affirmative Action
* Education

Other (e.g., cultural context of relationships including couples, families, ethnic groups,

and communities; nationality; religious and spiritual values; acculturation; and other

relevant topics commensurate with CACREP Standards)

* 1. **Advocacy/Social Justice Project:** Applying the Advocacy Competencies Model (Lewis, Arnold, House, & Toporek, (2002, **2018**??); Cross-Cultural Competencies (Sue, Arredondo, & McDavis,1992, **2016??);** and knowledge of Social Justice Models (Ruesga & Puntenney (2010), you must complete 2 **action plan** experiences: (a) advocacy and social justice for the victims of human trafficking and (b) advocacy for either an underrepresented and oppressed group or a social justice topic or issue (e.g., homelessness). You must also submit a written proposal.

**Advocacy/Social Justice Project:** Because this is a class about advocacy and Social Justice, it encourages students to go beyond what a multicultural class might attempt to do in terms of immersion experiences – and thus, advocate. Therefore, students will participate in doing advocacy; rather than just being immersed into a different culture. So, with that rationale as the backdrop, students will conduct two advocacy projects: (a) the first project must involve advocacy for victims and identifying any diversity and social justice issues relating to the particular group with whom you will be working (b) the second project must advocacy for either an underrepresented and oppressed group or a social justice topic or issue such as the US Immigrant Rights, Black Lives Matter, Times Up/#MeToo, End Human Trafficking and People Climate movements.

These projects will be done in groups. Time allotment for each project is 10-15 hours. These are designed to be community engaged and service-learning projects which are an important aspect of this course. Students have the option of engaging in partnerships with community organizations to integrate course material with reflections on real-life experience. It is anticipated that students will compete the first advocacy project in the first half of the second course, and the second advocacy project during the last half of the course. This expectation is based upon the rationale that students will incorporate knowledge learned and apply it accordingly to each project to maximize and enhance the overall experience and development of advocacy skills.

These assignments must **submit via Black Board Assignment Tab.** Evaluation procedures, types of activities, guidelines, and instructions for the action plans are provided in **Appendix**

**D&E.**

This assignment is designed to prepare you for your **Advocacy and Social Justice Leadership Competency** required of all doctoral students to graduate.

Awareness has four components:

* Awareness of self and own personal values and beliefs
* Awareness of others and their multiple identities
* Awareness of systemic issues such as privilege or ableism
* Awareness of relational cultural identities into the future

**Advocacy and Social Justice Leadership Portfolio**

The final project for this class is a draft of your portfolio of your work that may be reviewed and evaluated by a panel of internal and external mental health professionals.

It is important that you think about your portfolio materials as you progress through this course; you can certainly begin by collecting materials that demonstrate your social justice and advocacy work from previous classes (both clinical and non-clinical) and other professional venues before the final semester. Students should also begin working with me and other faculty members, clinical supervisors, or instructors as early as possible. Our Counselor Education faculty can serve as advisors and mentors well before the final semester (graduation). Faculty members (as advisors) will help you make important decisions concerning the papers or projects comprising the portfolio.

As previously stated, you will upload a portfolio of materials via Blackboard for review. The portfolio may take several forms, depending upon the areas of interest related to advocacy and social justice leadership. The portfolio should include: (a) 3-5 examples of your written work (manuscripts, dissertation proposals) that reflect social justice, advocacy leadership theory, practice, or interest; (b) personal \culturally competent practice examining the types of clientele they might find particularly challenging, stimulating and beneficial to work with due to their own background, values, and relationship style discussing concepts and information from your reading for the course which you found thought provoking and enlightening (See Appendix G.); and (c) 5-10-page reflection essay that presents your views on development in social justice advocacy leadership with a strong component relating to consultation and/or your consulting skills in this area. You must evaluate the learning process that the submitted projects afforded you.

In essence, this reflection/Critique paper should give a general overview of your experiences of advocacy and social justice leadership during your academic and professional life and in this class. Not only should it assess the work that has been done (by commenting about the 3-5 projects or papers), but it should also provide a means for self-examination and exploration. In the reflection paper, you are encouraged to make observations about methodologies that the projects involved and about the strengths and weaknesses of these projects. The reflection paper may show how your studies have made inquiries into (or even contributions to) concerns of national or international scholarship in multicultural-social justice advocacy. The paper may also show how the projects help to prepare you to address professional Advocacy and Social Justice Leadership goals and/or consult and collaborate. It may illustrate how your graduate education (both master’s and doctoral) have prepared you for future challenges facing your clients and colleagues.

Your work must demonstrate proficiency and application of the Advocacy Competencies Model (Lewis, Arnold, House, & Toporek, (2002); Cross-Cultural Competencies (Sue, Arredondo, & McDavis,1992); and knowledge of Social Justice Models (Ruesga & Puntenney (2010). The Advocacy and Social Justice Leadership project may be completed and evaluated during your Internship. Please note that the Advocacy and Social Justice Leadership Portfolio **may be posted for public review and feedback.**

MINI COURSE I**: ADVANCED MULTICULTURAL SOCIAL JUSTICE**

Descriptions of Assignments Are Included Either in the Topic Outline or Below in This Section.

|  |  |  |
| --- | --- | --- |
| **Due Date** | **Assignment** | **Points Possible** |
| Feb 21 | Conference Proposal | 2 |
| Feb 25 | Advocacy/Social Justice Project Proposal | 2 |
| See Outlines | Chapter Qs | 6 |
| March 23 | Chapter Summaries (or Qs) | 5 |
| April 19 | Advocacy/Social Justice Project | 8 |
| April 24 | A SJ Dialogues Event | 15 |
| April 28 TBN | A Advocacy S. J Leadership Portfolio | 10 |
| April 30 | Course Reflection Critique , Mini Course II | 2 |
|  |  | **Total Points Possible: 50** |

# APPENDIX D:

# Guidelines for Preparation of the Advocacy/Social Justice Projects

The Advocacy/Social Justice Projects proposal is a mechanism through which students training to be community, mental health, and school counselors identify personal, social, or educational growth goals relative to multiculturalism and social justice and develop specific objectives and activities designed to achieve those goals. Before starting, become familiar with Sue, Arredondo, and McDavis (1992) Cross-Cultural Competencies. Each student should identify one overall goal and should develop at least four objectives that will lead to a social justice activity. For example, as an advanced course in diversity your goal could be to achieve a higher level of comfort with African-Americans, that it to achieve a deeper level of comfort and understanding through involvement in more personal-social activities.

A proposal is a blueprint of goals, objectives, and activities to be achieved in the future. The overarching purpose of the Plan is to provide you with experiences that will assist you to become more culturally skilled and effective as a counselor.

The first step in multicultural action planning is the development of the proposal. The proposal is designed to help you maximize your effort by thinking through and outlining your plan prior to initiating your plan. Your Action Plan proposal should consist of the following criteria:

1. The overall goal for the plan (a statement about personal growth or personal learning outcome).

Objective Three - Personal Involvement

a. proposed objective (specific outcome)

b. proposed activity/step

Objective Four—Social Justice Action

a. proposed objective (specific outcome)

b. proposed activity/step

Notice: Action Plans are experiential in nature and often require involvement with strangers causing some degree of anxiety for those with limited cross-cultural interactions or relations. Therefore, I encourage you to select experiences based on your own level of interracial and intercultural comfort. I will be available to discuss or assist with the development and implementation of your plans.

To meet the objectives of the action plan experiences, you will be required to move from a an active state of affiliation to social justice action with your selected multicultural experience. The first step in the Action Plan experience should involve direct participation and the fourth should be action.

**One** : (Knowledge) DIRECT PARTICIPATION (learning from the closest distance). The following are some suggested ideas:

1. Arrange to spend a weekend or a week in the home of an ethnic family in your community and

observe lifestyles, customs, traditions, family practices, disciplinary procedures, roles of

family members, needs, concerns, and so forth.

2. Conduct a communications survey involving multicultural groups ascertaining what each

group says that causes a breakdown in communication with the other.

3. Become a genuine friend of a person of color from a cultural group different from your own.

4. Invite an individual from a different culture to home for dinner.

5. Select an informant from your community for an experience in oral history. This individual

ideally should be an older, culturally and racially diverse person who has lived in the area for

a considerable length of time. First, conduct a brief, informal interview to determine if the

experience will be a beneficial one for both parties. If so, set up a time for an in-depth tape-

recorded session.

**Two** : (Action) Direct Participation in the form of social justice and change agentry. Based on your experience with this group, you will fully develop a social justice action plan

NOTE: Prepare a summary of your experience based on the following guidelines for each of the three ethnic engagements. Your paper should *not exceed four double-spaced typewritten pages* and should follow proper APA Publication guidelines.

1. Identify and briefly describe the experience.
2. Identify and briefly discuss your personal objectives for each of the experiences (ways you hope to learn, change, or grow).
3. Discuss your feelings or reactions to the experience.
4. Briefly discuss how your experience was supported or not supported by concepts found in the literature.
5. Discuss the experiences in terms of implications for multiculturalism in higher education.

# Evaluation of Action Plan

Description of the experience (clarity in the description of the experience): \_\_\_\_\_\_ (.25 pts.)

Linkage between the experience and counseling multicultural issues and concepts (To what extent were the readings and outside research applied): \_\_\_\_\_ (.5 pts.)

Personal reactions to the experience (how well were your feelings about the experience expressed): \_\_\_\_\_ (.25 pts.)

Implications for multicultural issues in education and counselor education (To what extent were you able to connect the experiences to multiculturalism in counseling and mental health): \_\_\_\_\_ (.5pts.)

Organization, structure, and grammatical usage (Was the paper clear; were APA guidelines followed; and did the student use correct grammar, spelling, and punctuation.) \_\_\_\_\_ (.5 pts.)

COMMENTS:

**Cross-Cultural Competency Assessment**

Sue, Arredondo, and McDavis (1992) described a distinct set of knowledge, behaviors, and skills that they termed *cross-cultural counseling competence. In the model,* cross-cultural competence was evidenced by the counselor’s attitudes and beliefs, knowledge, and skills in three domains—namely, counselor awareness of personal values and biases, understanding the worldview of the culturally different client*,* and development of cultural intervention strategies and techniques.

**Self-assessment of beginning cultural competence**

Describe the level of competence you had when you started the course. What experiences had particularly shaped you views of your own culture and the culture of others? Cite literature and use relevant theoretical concepts in your analysis.

**What have you learned in the course?**

Highlight succinctly things you learned while participating in the SJ Action Plan assignment and in this class that were most meaningful for you. What aspects did you already know? What challenged your preconceptions? What piqued your curiosity and made you want to learn more? What questions were aroused in your mind that would merit further investigation and exploration?

**What does this mean for your practice?**

Types of clients you could help. Discuss how what you learned about cultures and families relate to your previous and current work experience. What groups and culture do you want to learn more about so that you might more effectively provide social work services?

Describe any population with which it may be difficult for you to work/analyze the reason for this. State whether this is something that you feel that you should overcome, and whether you should do something to make it easier for you to work with this population.

**What more do you need to know?**

Describe what more you want to learn about other cultures and diverse families. Discuss some of the ways that knowledge could be effectively acquired. You may want to document your statement with information you have acquired about certain populations, societal need, and

resources for developing cultural competence. Describe social justice issues and possible advocacy opportunities

# APPENDIX E

# Guidelines for Preparation of the Advocacy Action (a) Plans of the Advocacy/Social Justice Project

The Action Plan proposal is a mechanism through which students training to be community, mental health, and school counselors identify personal, social, or educational growth goals relative to multiculturalism and social justice and develop specific objectives and activities designed to achieve those goals. Each student should identify one overall goal and should develop at least four objectives that will lead to a social justice activity. For example, your goal could be to achieve a higher level of comfort with African-Americans. Your first objective might be to gain knowledge about African-Americans through reading about their history. Your second objective might be to achieve a deeper level of comfort and understanding through involvement in more personal-social activities.

An proposal is a blueprint of goals, objectives, and activities to be achieved in the future. The overarching purpose of the Plan is to provide you with experiences that will assist you to become more culturally skilled and effective as a counselor.The first step in advocacy social justice action planning is the development of the proposal. The proposal is designed to help you maximize your effort by thinking through and outlining your plan prior to initiating your plan. Action Plan proposal should consist of the following criteria:

1. The overall goal for the plan (a statement about personal growth/ personal learning outcome).

Objective One – **Client/Student Empowerment or Client/Student Advocacy**

a. proposed objective (specific outcome)

b. proposed activity/step

Objective 2– **Community Collaboration or Systems Advocacy**

a. proposed objective (specific outcome)

b. proposed activity/step

Objective Three - **Public Information**

a. proposed objective (specific outcome)

b. proposed activity/step

Objective Four— **Social/Political Advocacy**

a. proposed objective (specific outcome)

b. proposed activity/step

Notice: Action Plans are experiential in nature and often require involvement with strangers causing some degree of anxiety for those with limited cross-cultural interactions or relations. Therefore, I encourage you to select experiences based on your own level of interracial and intercultural comfort. I will be available to discuss or assist with the development and implementation of your plans. To meet the objectives of the action plan experiences, you will be required to move from a passive to an active state of affiliation, to action with your selected multicultural experience. The first step in the Action Plan experience should be observational, the second should be information seeking, the third should involve direct participation and the fourth should be action.

# Guidelines for Implementing Advocacy Competency Model

Thus, social justice advocacy involves identifying which of your group or clientele is most vulnerable and ways to advocate on these their behalf. To build on your previous and current work and the **Social Justice Actions** **Plans** and **Advocacy Competencies and Social Justice Presentation**, in groups of two or three, you may choose a population(s) that you presented on or a vulnerable clientele that you are currently working with and think about their strengths and available resources to use in this assignment. Before choosing a population, review the advocacy competencies model, then ask yourself several questions such as what are some of the social, political, and economic factors they are facing. What are the social justice issues facing them? What signs of systemic internalized oppressions do your clients exhibit? How can you as a counselor, help your clients identify these barriers and other barriers?

**Applying the Advocacy Model:**

According to the Advocacy Competencies Model (Lewis, Arnold, House, & Toporek, (2002), the first level of Advocacy Competency model focuses on assisting the client or student, first by assisting the client or student to becoming empowered, then by advocacy to remove barriers faced by our clients and students.

The second level focuses on the community or school, first by a making school entity (e.g., school districts, school boards) and community organizations aware of the needs of its vulnerable members, then by identifying systemic factors that adversely affect the vulnerable members of the community/school and advocating for changes to those factors.

The third level focuses on the public, first by alerting the public to the needs of vulnerable members of society, then by identifying public policies changes needed to remove barriers for vulnerable members of society.

The first step of the Advocacy Action Plan assignment is to select client (if working in private practice or agency setting) or student empowerment (if working in a P-12 setting) and the next step is to identify what level of (past, future, or present) advocacy work with this group. Then write up the action plan answering the questions below the section titled: **Counselor Competencies**.

**Action Plan I: Client/Student Domain**

This Action Plan can happen at 1 of 2 Levels: Client/Student Empowerment and Client/Student Advocacy

**Level 1: Client/Student Empowerment**

At this level, advocacy entails laying the groundwork for self-advocacy. It involves not only some systems change interventions but also the implementation of empowerment strategies in direct counseling.

**Empowerment Counselor Competencies**

In applying direct interventions on behalf of your clients or students, describe how you (past, future, or present):

1. Identify strengths and resources of your clients and students.

2. Identify the social, political, economic, and cultural factors that affect your client or student.

3. Recognize the signs indicating that an individual’s behaviors and concerns reflect responses to

systemic or internalized oppression.

4. At an appropriate development level, help your client or student identify the external barriers

that affect his or her development.

5. How you will train students/clients in self-advocacy skills.

6. Help your students/clients develop self-advocacy action plans.

7. Will assist students/clients in carrying out action plans.

**Level 2 Client/Student Advocacy**

At this level, counselors become aware of external factors that act as barriers to an individual’s development, and may choose to respond through advocacy, especially when individuals or vulnerable groups lack access to needed services.

**Client/Student Advocacy Counselor Competencies**

In applying environmental interventions on behalf of clients and students, describe how you (past, future, or present):

1. Negotiate relevant services and education systems on behalf of clients or students.
2. Help your clients or students gain access to needed resources.
3. Identify barriers to the well-being of individuals and vulnerable groups.
4. Develop an initial plan of action for confronting these barriers.
5. Identify potential allies for confronting the barriers.
6. Carry out the plan of action.

**Action Plan II: Community Collaboration Domain**

This Action Plan has two Levels: Community Collaboration and System Advocacy

**Level 1: Community Collaboration**

At this level, the ongoing work with their clients and students gives counselors a unique awareness of recurring themes. In fact, counselors are first responders with firsthand knowledge of specific difficulties in the environment and respond to these challenges by reaching out to existing organizations already committed to these social justice issues and are already working for change. At this point, the counselor’s primary role is as an ally and to provide resources when possible.

In applying community-level interventions on behalf of clients and students, describe how you (past, future, or present):

1. Identify environmental factors that impinge upon your students’ and clients’ development.
2. Alert community or school groups with common concerns related to the issue.
3. Develop alliances with groups working for change.
4. Use effective listening skills to gain understanding of your population/group’s goals.
5. Identify the strengths and resources that the group members of this population bring to the process of systemic change.
6. Communicate recognition of and respect for these strengths and resources.
7. Identify and offer the skills that you as the counselor can bring to the collaboration.
8. Assess the effect of your interaction (in the role of counselor) with the community.

**Level 2: Systems Advocacy**

At the Systems Advocacy level, counselor identifies systemic factors that act as barriers to their students’ or clients’ development; they attempt to use interventive, preventive, and postventive strategies. At this level, the counselor assumes a leadership role.

**Systems Advocacy Counselor Competencies**

In applying systems-change leadership at the school or community level, describe how you will:

1. Identify environmental factors impinging on your students’ or clients’ development
2. Provide and interpret data to show the urgency for change.
3. In collaboration with other stakeholders, develop a vision to guide change.
4. Analyze the sources of political power and social influence within the system.
5. Develop a step-by-step plan for implementing the change process.
6. Develop a plan for dealing with probable responses to change.
7. Recognize and deal with resistance.
8. Assess the effect of counselor’s advocacy efforts on the system and constituents.

**Action Plan 3: Public Arena Domain:**

This Action Plan can occur at 1or 2 Levels: Public Information and Social/Political Advocacy

**Level 1: Public Information**

According to the model, across settings, specialties, and theoretical perspectives, professional counselors share knowledge of human development and expertise in communication. These qualities make it possible for advocacy-oriented counselors to awaken the general public to macro-systemic issues regarding human dignity.

In informing the public about the role of environmental factors in human development, describe how you (past, future, or present):

1. Recognize the impact of oppression and other barriers to healthy development.
2. Identify environmental factors that are protective of healthy development.
3. Prepare written and multi-media materials that provide clear explanations of the role of specific environmental factors in human development.
4. Communicate information in ways that are ethical and appropriate for the target population.
5. Disseminate information through a variety of media.
6. Identify and collaborate with other professionals who are involved in disseminating public information.
7. Assess the influence of public information efforts undertaken by the counselor.

Counselors regularly act as change agents in the systems that affect their own students and clients

most directly. This experience often leads toward the recognition that some of the concerns they

have addressed affected people in a much larger arena.

• When this happens, counselors use their skills to carry out social/political advocacy.

**Level 2: Social/Political Advocacy**

In influencing public policy in a large, public arena, describe how you (past, future, or present)::

1. Distinguish those problems that can best be resolved through social/political action.
2. Identify the appropriate mechanisms and avenues for addressing these problems.
3. Seek out and join with potential allies.
4. Support existing alliances for change.
5. With allies, prepare convincing data and rationales for change.
6. With allies, lobby legislators and other policy makers.
7. Maintain open dialogue with communities and clients to ensure that the social/political advocacy is consistent with the initial goals.

**Appendix F**

**Social Justice/Social Advocacy Action Plan**

**CACREP Doctoral Standards Addressed:**

DS6.B.1.f. Ethical and culturally relevant counseling in multiple settings.

DS6.B.5.h. Current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.

DS6.B.5.j. Models and competencies for advocating for clients at the individual, system, and policy levels.

DS6.B.5.k. Strategies of leadership in relation to current multicultural and social justice issues.

DS6.B.5.l. Ethical and culturally relevant leadership and advocacy practices.

**Social Justice Action Plan Rubric**

**< 1 pt 1 pt 1.5 pts 2 pts**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Basic/Beginning** | **Proficient** | **Advanced** | **Exemplary** |
| Description of the experience  **0.5** | Does not describe the experience nor explain the importance | Briefly describes the experience and briefly explains its importance | Describes the experience and explains its importance | Thoroughly describes the experience and thoroughly explains its importance |
| Linkage between the experience and multicultural counseling issues and concepts **0.5** | No Linkage to  multiculturalism,  readings, and outside research | Weak Linkage to  multiculturalism,  readings, and outside research | Good linkage to  multiculturalism,  readings, and outside research | Strong linkage to multiculturalism,  readings, and outside research |
| Personal reactions to the experience  **0.5** | No personal reflections and Unclear association to professional work | Poor and sketchy reflection and weak association to professional work | Good reflection and good association to professional work | In-depth reflection and strong association to professional work |
| Implications for multicultural issues in counselor education **0.25** | No Implications discussed unclear connection to multiculturalism | Weak Implications  and connection to multiculturalism | Good Implications and connection to multiculturalism | Strong Implications and connection to multiculturalism |
| APA  **0.25** | Poor APA  no  organization, structure, and grammatical usage) | Weak APA  (organization, structure, and grammatical usage) | Good APA  (organization, structure, and grammatical usage) | Perfect APA  (excellent organization, structure, and grammatical usage) |

**Appendix G**

**Personal Work Plan for Culturally Competent Practice**

Self-assessment of beginning cultural competence

Describe the level of competence you had when you started the course. What experiences had particularly shaped you views of your own culture and the culture of others? Cite literature and use relevant theoretical concepts in your analysis.

What have you learned in the course?

Highlight succinctly things you learned while participating in this course that were most meaningful for you. What aspects did you already know? What challenged your preconceptions?

What piqued your curiosity and made you want to learn more? What questions were aroused in your mind that would merit further investigation and exploration?

What does this mean for your clinical work?

Types of clients you could help. Discuss how what you learned about cultures and families relate to your previous and current work experience. What groups and culture do you want to learn more about so that you might more effectively provide counseling services?

Describe any population with which it may be difficult for you to work/analyze and the reason for this. State whether this is something that you feel that you should overcome, and whether you should do something to make it easier for you to work with this population.

What more do you need to know?

Describe what more you want to learn about other cultures and diverse families. Discuss some of the ways that knowledge could be effectively acquired. You may want to document your statement with information you have acquired about certain populations, societal need, and

## resources for developing cultural competence.

**Appendix H**

**Diversity Social Justice Dialogues**

**The Game Plan**

The Dialogues must include an opening plenary session, dialogues discussions and the option to select at least two of the other program formats:

**Opening Plenary Address**

**(Required):** The class will select an individual(s) to deliver the opening plenary/keynote address highlighting salient issues and themes uncovered in the investigation of our selected theme.

**Dialogues Roundtable Discussions (Optional):**

Roundtables are 45-minute oral presentations with discussion with attendees seated around a table (15 minutes of presentation, followed by 30 minutes of discussion and feedback). Roundtable presenters pose targeted questions to others at the table.

**Panel (Optional):**

The panel will consist of a selected group of experts/professionals (live or virtual) dialoguing about a specific topic amongst a selected group of panelists who share differing perspectives related to our theme in front of our audience.

**Networking Sessions (Optional):**

Providing a forum for our participants to build relationships and rapport with other participants. Participants will have opportunities to meet people, share who they are and what they do, and gain some valuable contacts and information.

**Closing Plenary Session (Optional):**

The class may select an individual(s) to deliver the closing plenary/keynote address summarizing the salient issues and themes uncovered in during the Difficulty Dialogues Event.

**A Real Audience**

The instructor and students will invite several on campus constituents, mental health practitioners, and community advocates to attend the sessions. These visitors will not only serve as participants for the groups, but also provided you with critical feedback and insight on issues affecting your selected topic. Invited guests will include, but are not limited to, past participants and sponsors, counselor education faculty, college of education administrators, counselor education advisory board members, disability services, career services, site supervisors, and graduate students (education, psychology, sociology, marriage and family, addiction, and human services) as well as a number of people from the surrounding communities.

**Scoring**

A grading rubric was constructed for individual and group assessment. The instruments will include questions ranging from “Does the group provide an effective overview of the dialogues content?” to “Are a variety of approaches (handouts, overheads, *PowerPoint*, questions) used to elicit audience participation?” Final grades were based on an average score of the individual and group-based point totals. This grading approach encouraged students to put forth their best effort as individual and team actors. Did the experiment succeed? In a sense, the processes necessary to mount the Dialogues incorporated the most valuable, though least quantitative, assessment measures.

**Appendix I**

**A & E Activity: Diversity SJ Dialogues Rubric**

**EPCE 6336: Advanced Consultation and Collaboration and Multicultural Social Justice**

Name:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assignment Component** | Beginning  1 | Basic  2 | Proficient  3 | Advanced  4 | Exceptional  5 | Score |
| **Advocacy and Social Justice** (CACREP DS6.B.3.h., B.5.j, B.5.k, B.5.l) | Little awareness and knowledge of advocacy and social justice leadership | Some awareness knowledge of advocacy and social justice leadership | Basic awareness and knowledge of advocacy and social justice leadership | Good awareness and knowledge of advocacy and social justice leadership | In-depth knowledge or awareness about advocacy and social justice leadership |  |
| **External barriers** (CACREP DS6.B.5.h) | Little awareness of external barriers to marginalized groups and individuals | Some awareness of external barriers to marginalized groups and individuals | Awareness of external barriers to marginalized groups and individuals | Exceptional awareness of external barriers to those marginalized groups and provide practical solutions | In-depth awareness of external barriers to those marginalized; practical solutions, grounded in the readings and research |  |
| **Resources and services**  (CACREP DS6B.5.h, B.5.j) | Unable to identify the resources and services available to marginalized, individuals, groups, and populations | Some difficulty identifying the resources and services available to marginalized groups | Readily identify resources and services for those marginalized | Easily identify multiple resources and services available to marginalized, individuals, groups, and communities | Exceptional resources and services; strongly connected to theory, research, and class readings |  |
| **Collaborate/ network**  (CACREP DS6.B.5.j, B.5.k) | No professional collaboration and networking | Limited professional collaboration and networking | Good professional collaboration and networking | Productive professional collaboration and networking | Extensive Productive professional collaboration and networking |  |
| **Provide Public Information** (CACREP DS6.B.5.j, B.5.k, B.5.l) | No communication or dissemination of public information on social justice | Some communication or dissemination of public information on social justice | Communication and dissemination of public information on social justice | Actively communication & dissemination of public information on social justice and oppression | Aggressive communication & dissemination of public information on social justice. Is a socio/political ally and change agent |  |
| **Skills**  (CACREP DS6.B.1.f, B.3.h, B.5.h, B.5.j, B.5.k, B.5.l) | Some empowerment collaboration activity at the client/student levels | Some empowerment and collaboration activity at the client/student and school/community levels | Collaboration and public information activity at the client/student, school/community, and public arena levels | Strong collaboration, and dissemination of public information activity at the client/student, school/community, and public arena levels | Exceptional collaboration and public information activity at the client/student, school/community, and public arena levels. |  |
| **Dialogues**  **Survey**  **Evaluation** | Reflect no impact on knowledge of advocacy, social justice issues with marginalize people (average score 1 ) | Reflect little impact on knowledge of advocacy, social justice issues with marginalize people (average score ( 2) | Reflect impact on knowledge of advocacy, social justice issues with marginalize people (average score 3) | Good impact on knowledge of advocacy, social justice effecting marginalize people (average score 4) | Exceptional networking opportunities, strong impact on knowledge of advocacy, social justice effecting marginalize people (average score 5) |  |

**CACREP Doctoral Standards Addressed**

CACREP standards are imbedded within the course and can be viewed at httphttp://www.cacrep.org/doc/2009%20Standards%20with%20cover.pdf. Specific standards taught in this course are listed as follows:

DS6.B.1.f. Ethical and culturally relevant counseling in multiple settings.

DS6.B.3.h. Ethical and culturally relevant strategies used in counselor preparation.

DS6.B.5.h. Current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.

DS6.B.5.j. Models and competencies for advocating for clients at the individual, system, and policy levels.

DS6.B.5.k. Strategies of leadership in relation to current multicultural and social justice issues.

DS6.B.5.l. Ethical and culturally relevant leadership and advocacy practices.

## Appendix J

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**APPENDIX K**

**ARTICLE CRITIQUES**

You will select and critique two peer-reviewed journal articles relating to consultation (one must relate to an underrepresented population). You may choose one from the bibliography in Appendix H or from the consultation seminal articles list in Appendix B. You are to provide a clear and concise two-page (*12-point font, double-spaced*) written critique. **Briefs should not simply summarize the readings**, but rather should highlight your critical reflections. Briefs should address the following questions, preferably but not necessarily in order:

1. What were the three most useful or interesting points you learned from the article?

2. Did the article/ support or refute past class readings and class discussions--if so, how?

3. Did the article support or refute your personal observations and perspectives on mental health consultation--if so, how?

4. How might you apply the information articulated in the article to your work (presently and/or in the future)?

5. Citation

**Article Critique Rubric** (CACREP DS6.B.1.f, B.5.g, B.5.j)

**Name:**

**0 pt 1-2 pts 3-4 pts 4-5 pts**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | Unacceptable | Developing | Acceptable | Exemplary |
| - Understanding  of article **1.0**  -key points 1**.0**  -integration of class readings/discussions  **1.0**  -application to personal work 1**.0**  -Citation/APA 1**.0** | Demonstrates little  understanding of the article no connections to classroom readings and discussions, no personal observations & perspectives, and no link to professional work  Poor APA | Demonstrates limited  understanding of the article minimal connections to classroom readings and discussions, few personal observations & perspectives, and unclear link to professional work  Good APA | Demonstrates a basic understanding of the article, marginal connections to classroom readings and discussions, some personal observations & perspectives, and weak link to professional work. Great APA | Demonstrates via concrete examples an in-depth understanding of the article; great connections to classroom readings/discussions; highly relevant personal observations; perspectives, and strong link to professional work.  Perfect APA |

**Total 5.0**