

SERP 645 - Leadership and Advocacy in Counseling 3 Credits

Instructor: Linda R. Shaw, PhD,
CRC

Class Times: TBD

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Catalog Description

Examination of leadership and advocacy issues, models, competencies and approaches related to the practice of counseling. Topics include social justice, advocacy and empowerment obligations, both to the profession and to the individuals served by professional counselors.

Course Description and Content Areas

This course will examine theories and skills of leadership in the context of professional organizations, counselor education programs, and other counseling organizations. Students will learn about the development of the profession, including the evolution of certification, accreditation, licensure, and the professional competencies and standards that guide counselor's professional behavior. Issues and advocacy competencies related to social justice are addressed, current topical and political issues in counseling, and the role of leadership as well as individual, community, policy and systemic advocacy approaches in addressing current social justice issues and challenges to the profession are explored. Specific Topics addressed include leadership in consultation; ethical obligations to advocate for social justice, multicultural and advocacy competencies; leadership development, management and administrative leadership, leadership in consultation, and the role of leadership in responding to crises and disasters.

Method of Instruction

In person classes supplemented by on-line resources. Classes will be provided in a seminar format and may include presentations, small group discussion, and exercises.

Required Text

Chang, C. Y., Barrio Minton, C.A., Dixon, A. L., Myers, J. E. & Sweeney, T. J. (2012). Professional counseling excellence through leadership and advocacy. New York, NY: Routledge.

Additional Readings will be posted on the course d2l site.

Course Objectives/Learning Outcomes

Students completing this course will be able to:

- 1. Evaluate leadership models, theories and skills*
- 2. Identify the counselor's role and ethical obligations related to advocacy and develop advocacy skills and knowledge*
- 3. Apply skills required for effective policy advocacy, including understanding the legislative process and interacting with legislators effectively*
- 4. Identify advocacy efforts undertaken by counseling organizations, and various other counseling, disability, or mental health advocacy groups.*
- 5. Evaluate institutional and social barriers that impede access, equity and success for clients.*
- 6. Apply leadership skills required to perform management and administration responsibilities.*

Student Performance Evaluation Criteria and Procedures

Course Requirements

Attendance:

Much of the learning in this class is experiential. Consequently, it is very important that you attend each of the classes. Absences due to medical or other emergency situations must be cleared IN ADVANCE with the professor.

DIRECT Legislative Training Series

Attendance and Participation at Legislative Training Series on January 14, January 21,

January 28, and February 4th.. This training will be provided by DIRECT Center for Independent Living, located at 1001 N Alvernon Way, Tucson. You will need to register for this training, but there is no charge for attendance.

Experiential Activity for Teaching Social Justice and Advocacy Competence in Counseling Project (10%)

Develop one or more experiential activities to be submitted for inclusion in a text entitled

“Experiential Activities for Teaching Social Justice and Advocacy Competence in Counseling. Your experiential exercise should be submitted through the portal located at <https://docs.google.com/forms/d/e/1FAIpQLSdc-NlkQ1i35SKnd7nohRRf5UTaqhnty25F2noUYoLPSIQybA/viewform>

Additional information about the manuscript requirements is also located at this site. Your exercise must be submitted to the editors by February 1, 2017, and you should bring a hard copy of the exercise in the format you would use with a class to the next class session. Optional: Contact one of the professors teaching our group course (Drs. Bauman, Easton, and/or Perry) or the professor teaching our Multicultural course (Dr. Falco) or our Psychosocial course (Dr. Hartley), depending on the best match to your course’s content to request an opportunity to arrange a time to pilot your exercise with the class. On the date indicated in the syllabus, you will share your exercise and describe the experience of piloting it in class. Please bring enough copies of your exercise for all of the students in the class.

Social Justice Advocacy Project (25%)

Form a group of 3 with your classmates and together decide on an advocacy project that focuses on social justice. You may choose any activity that corrects an injustice or threat to equality, or promotes the empowerment of oppressed individuals through social, political, economic, or systems change. The activity should provide you an opportunity to use what you have learned about social justice advocacy and, challenge you to apply yourselves to an effort that might make a real difference. Please write up a proposal to be submitted by the date indicated on the syllabus that includes the following:

- Title of Project:
- Brief Background explaining the issue needing attention/change:
- Planned Action:
- Steps to be taken in preparing for action and assignment of responsibility for each step:

Once your proposal has been approved by the instructor, please carry out the steps, culminating in the action. By the date indicated in the syllabus, complete your project and write a 2-3 page reaction paper that includes the outcome and

impact of your action, an evaluation of the success or lack of success of your effort, any observations you may have about what might have improved the effectiveness of your effort, if applicable, and your personal reflections on the experience.

Professional Advocacy Project (25%)

Form a group of 3 with your classmates and together decide on an advocacy project that focuses on advocacy for the profession. You may choose any activity that 1) helps to address one or more significant challenges within the counseling profession (this could also include any of the counseling specializations, such as rehabilitation counseling) or 2) advocacy for the profession through social, political, economic, or systems change (e.g. inclusion in 3rd party reimbursement; inclusion in laws that specify involvement for various behavioral health professions, participation in professional lobbying activities, etc.) The activity should provide you an opportunity to use what you have learned about professional advocacy and challenge you to apply yourselves to an effort that might make a real difference. Please write up a proposal to be submitted by the date indicated on the syllabus that includes the following:

- Title of Project:*
- Brief Background explaining the issue needing attention/change:*
- Planned Action:*
- Steps to be taken in preparing for action and assignment of responsibility for each step:*

Once your proposal has been approved by the instructor, please carry out the steps, culminating in the action. By the date indicated in the syllabus, complete your project and write a 2-3 page reaction paper that includes the outcome and impact of your action, an evaluation of the success or lack of success of your effort, any observations you may have about what might have improved the effectiveness of your effort, if applicable, and your personal reflections on the experience.

Leadership Plan (15%)

Develop a goal or goals for achieving some type of leadership role within the profession.

Interview at least 2 leaders in the field and request advice about how best to meet your goals. Develop a plan for how you might approach this effort and be prepared to share your goal, the advice you received and your plan in class on the day indicated in the syllabus.

Article for Counseling Today: (25%)

Develop an article to be submitted to Counseling Today, intended for a student audience, on a topic related to professional leadership. You may choose to focus on any aspect of leadership. Your article is due by the date indicated on the Course Outline. 2 points will be deducted for each day that the paper is turned in late. Students may choose to submit papers early for an optional opportunity to receive feedback and resubmit. Students who wish to take this option must turn papers in 3 weeks prior to the due date. The papers will be returned within 2 weeks with a tentative grade and written feedback. Students may then either accept the grade given or they may also choose to revise and resubmit. Students should advise the instructor that they are taking the early submission grade. If they wish to revise and resubmit, they must turn in a revised copy by the published due date. If no revised paper is received, the student will be awarded the previous grade.

Grading Rubric for Projects and Article:

Criterion	Weak or Not Present	Marginally Acceptable	Average	Exceeds Expectations	Outstanding
Clear, compelling & well-supported rationale for importance of project/article	1	2	3	4	5
Impact of project/article	1	2	3	4	5
Incorporates a thoughtful, analysis that reflects critical thinking on the topic	1	2	3	4	5

Grading

Experiential Social Justice Activity: 10 points

Social Justice Advocacy Project: 25 points

Professional Advocacy Project: 25 points

Leadership Article 25 points

<i>Personal Leadership Plan:</i>	<i>15</i> <i>points</i>
<i>Total:</i>	<i>1 0 0</i> <i>points</i>

D2L

PowerPoint Presentations and supplemental reading materials, will be posted in the “Content” area of the D2L course site for SERP 645. To access this, click the Content link in the tan navigation bar at the top of the screen.

Papers and Projects are to be submitted in the SERP 645 D2L Dropbox. To access the Dropbox, click the Dropbox link in the tan navigation bar at the top of the screen. See due dates below.

Finally, the instructor will use the “News” section on the D2L Course Homepage if there is a need to relate information to students between class sessions (e.g., changes in the syllabus and announcements). Students are responsible for keeping up-to-date on the “News.”

If you have any trouble navigating D2L, I would suggest checking out the D2L Help Pages <http://help.d2l.arizona.edu/>

Grades

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- E = 59 or below

Course Outline¹

¹ Information contained in the course syllabus, other than the grade and absence policies, are subject to change with reasonable advance notice, as deemed appropriate by the instructor. Changes will be announced in class and in the “News” section on the D2L Course Homepage. Students are responsible for keeping up-to-date with all changes to the schedule that may occur.

<i>Dates</i>	<i>Topics</i>	<i>Readings</i>	<i>Due Dates</i>
<p><i>Week 1</i></p> <p><i>1/14</i></p>	<p><i>Policy Advocacy: strategies and styles</i></p> <p><i>Understanding the Legislative Process: How a bill becomes law</i></p> <p><i>Choosing issues/ priorities</i></p> <p><i>Putting it into Practice: Role Plays</i></p>	<p><i>Ratts, Lewis & Toporek (2010)</i></p> <p><i>Chap 1</i></p>	
<p><i>Week 2</i></p> <p><i>1/21</i></p>	<p><i>Meeting with legislators</i></p> <p><i>Effective strategies and best practices</i></p> <p><i>Preparation, Process, and Follow-up</i></p> <p><i>Putting it into Practice: Role Plays</i></p>	<p><i>Toporek, Lewis & Ratts (2010)</i></p> <p><i>Chap 2</i></p> <p><i>ACA Advocacy Competencies (2003)</i></p>	
<p><i>Week 3</i></p> <p><i>1/28</i></p>	<p><i>Writing to Legislators</i></p> <p><i>Writing style, length and language usage</i></p> <p><i>Effective strategies for email, mail and social media</i></p> <p><i>Responding to</i></p>		

	<p><i>alerts and staying connected</i></p> <p><i>Putting it into practice: draft letters</i></p>		
<p>Week 4 2/4</p>	<p><i>Preparing & Giving Testimony Opportunities and best practices</i></p> <p><i>Putting it into practice: draft personal testimony</i></p> <p><i>Sign up for Request to Speak System so you can testify online</i></p>		<p><i>Experiential Exercise Due (submit by Feb 1)</i></p>
<p>Week 5 2/9</p>	<p><i>Leadership for the Counseling Profession Leadership Theory, Philosophy & Research</i></p>	<p><i>Chang et al, Chap. 1 & 2</i></p>	<p><i>Be prepared to demonstrate or present your Experiential Exercise in Class</i></p>
<p>Week 6 2/16</p>	<p><i>Current and Historical Challenges in the Counseling Profession</i></p>	<p><i>Shaw & Mascari (in press)</i></p>	

<p>Week 7 2/23</p>	<p><i>Becoming a Leader Leadership Skills, Characteristics, Principles and Ethics Leadership in Disaster/ Crisis Situations</i></p>	<p><i>Chang et al, Chap 3 & 4 Uhernik & Husson, 2009</i></p>	<p><i>Proposal for Professional Advocacy Project Due</i></p>
<p>Week 8 3/1</p>	<p><i>Advocating for the Profession of Counseling</i></p>	<p><i>http://www.counseling.org/docs/public-policy-resources/reports/effective_advocacy2011.pdf?sfvrsn=2 Chang et al. Chap 5-7</i></p>	
<p>Week 9 3/8</p>	<p><i>Professional Advocacy: Professional Ethics, Advocacy & Social Justice: Responsibilities & Obligations</i></p>	<p><i>Chang et al. Chap 8-9 ACA Code of Ethics Code of Professional Ethics for Rehabilitation Counselors</i></p>	<p><i>Social Justice Advocacy Project Proposals Due</i></p>
<p>Week 10 3/16</p>	<p><i>No Class Enjoy your Spring Break!</i></p>		

<p>Week 11 3/23</p>	<p>Social Justice and Advocacy : Multicultural and Language- Related Issues Guest Speakers: Dr. Sam Steen and Dr. Desiree Vega</p>	<p>Chang et al. Chap 10-12 Multicultural & Social Justice Counseling Competencies (2015) ACA Competencies for Counseling the Multiracial Population (2013) ACA Multicultural Career Counseling Commpetencies (2009)</p>	<p>Profession al Advocacy Project Due</p>
<p>Week 12 4/6</p>	<p>Social Justice and Advocacy : Religion Guest Speaker: Shyla Dogan, M. Ed. Outreach Coordinator Assistant, U of A Center for Middle Eastern Studies</p>	<p>Chang et al. Chap 11-12 Competencies for Addressing Spiritual and Religious Issues (2009)</p>	

<p>Week 13 4/13</p>	<p><i>Social Justice and Advocacy: Gender and Sexual Identity</i> <i>Guest Speaker: Martie van der Voort, MC, LCP, Mental Health Clinician, Campus Health Service</i></p>	<p><i>Chang et al. Chap 13-14</i> <i>Ratts & Ford (2010) Chap 3</i> <i>ALGBTIC Competencies for Counseling LGBTQIA Individuals (2012)</i> <i>ACA ALGBTIC Competencies for Counseling Transgender Clients (2009)</i></p>	<p><i>Social Justice Advocacy Project Due</i></p>
<p>Week 14 4/20</p>	<p><i>Gender, Disability and Intersectionality</i> <i>Guest Speakers: Sue Kroeger Ph.D & Monica Casper, Ph.D. Assoc. Dean, College of Social & Behavioral Studies and Professor of Gender & Womens Studies</i></p>	<p><i>Chang et al. Chap 15-16</i></p>	
<p>Week 15 4/27</p>	<p><i>Leadership: Wisdom, Plans and Reflections</i></p>		<p><i>1) Leadership Article Due</i> <i>2) Leadership Plan Due</i></p>

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Students Requiring Accommodation for Disabilities

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation.

If our class meets at a [campus location](#): Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Threatening Behavior by Students

Threatening behavior is prohibited. “Threatening behavior” means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker’s statement, communication, conduct or gesture as a serious expression of intent to physically harm.

Academic Integrity

This instructor supports the Code of Academic Integrity of the University of Arizona. Plagiarism (presenting the ideas or writing of another as one’s own) or obtaining unauthorized assistance in any academic work is prohibited. Students can access the Code of Academic Integrity at <http://deanofstudents.arizona.edu/codeofacademicintegrity/>

Note that the use of the same report, paper, presentation, etc. to meet requirements in more than one course will also be considered a misrepresentation and a violation of the Code of Academic Integrity. If, however, the student and professors agree, different aspects of the same topic may be addressed in separate classes.

Diversity Statement

The University of Arizona is committed to fostering a learning, working, and living environment free from all forms of discrimination, including harassment. The University's Nondiscrimination and Anti-harassment Policy prohibits discrimination and harassment on the basis of race, color, national origin, sex, religion, age, disability, veteran status, sexual orientation, and gender identity. It is important that all members of our community know where to turn if they have a concern under the policy. If you ever experience or witness discrimination or harassment, you are encouraged you to report this information to the appropriate University office.

If you have concerns related to discrimination or harassment about a University employee, please contact:

*Office of Institutional Equity
University Services Building, #217
(520) 621-9449 [http://
equity.arizona.edu/](http://equity.arizona.edu/)*

If you have concerns related to discrimination or harassment about another student, please contact:

*Dean of Students Office
1212 E. University Blvd (520)
621-7057 [http://
deanofstudents.arizona.edu/](http://deanofstudents.arizona.edu/)*

Students can contact these offices anonymously to receive information or ask questions. Complaints should be filed promptly. For definitions of discrimination, harassment, and retaliation, please see the University's Nondiscrimination and Anti-harassment Policy at:<http://policy.arizona.edu/sites/default/files/Nondiscrimination.pdf>. For information about Title IX, please visit: http://equity.arizona.edu/title_ix.

The University of Arizona is an equal opportunity, affirmative action institution. The University prohibits discrimination in its programs and activities on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, or gender identity and is committed to maintaining an environment free from sexual harassment and retaliation.

Readings

- Ratts, M. J. & Ford, A. (2010). *Advocacy competencies self-assessment survey: A tool for measuring advocacy competence*. In M. J. Ratts, R. L. Toporek & J. A. Lewis (Eds.). *ACA advocacy competencies: A social justice framework for counselors* (pp. 21-26). Alexandria, VA: ACA Press.
- Ratts, M. J., Lewis, J. A. & Toporek, R. L. (2010). *Advocacy and social justice: A helping paradigm for the 21st Century*. In M. J. Ratts, R. L. Toporek & J. A. Lewis (Eds.). *ACA advocacy competencies: A social justice framework for counselors* (pp. 3-10). Alexandria, VA: ACA Press.
- Shaw, L.R. & Mascari, J. B. (2018). *History and evolution of counseling and rehabilitation counseling*. In V. Tarvydas & M Hartley (Eds.). *The professional practice of rehabilitation counseling*, 2nd Ed. (pp. 51-71), New York, NY: Springer.
- Toporek, R.L., Lewis, J. A. & Ratts, M. J. (2010). *The ACA advocacy competencies: An overview*. In M. J. Ratts, R. L. Toporek & J. A. Lewis (Eds.). *ACA advocacy competencies: A social justice framework for counselors* (pp 11-20). Alexandria, VA: ACA Press.
- Uhernik, J. A., & Husson, M. A. (2009). *Psychological first aid: An evidence informed approach for acute disaster behavioral health response*. In G. R. Walz, J.C. Bleuer, & R. K Yep (Eds.), *Compelling counseling interventions: VISTAS 2009* (pp 271-280). Alexandria, VA: American Counseling Association.

Documents

- ACA Advocacy Competencies (2003)* Link from <http://www.counseling.org/knowledgecenter/competencies>
- ACA Code of Ethics (2015)*. American Counseling Association: Alexandria, VA: Author.
- ACA Multicultural & Social Justice Counseling Competencies (2015)* Link from <http://www.counseling.org/knowledge-center/competencies>
- ACA Competencies for Addressing Spiritual and Religious Issues (2009)* Link from <http://www.counseling.org/knowledge-center/competencies>
- ACA Competencies for Counseling the Multiracial Population (2013)* Link from <http://www.counseling.org/knowledge-center/competencies>

ACA Multicultural Career Counseling Competencies (2009) Link from <http://www.counseling.org/knowledge-center/competencies>

ALGBTIC Competencies for Counseling LGBTQIA Individuals (2012) Link from <http://www.counseling.org/knowledge-center/competencies>

ALGBTIC Competencies for Counseling Transgender Clients (2009) Link from <http://www.counseling.org/knowledge-center/competencies>

Code of Professional Ethics for Rehabilitation Counselors (2017) Commission on Rehabilitation Counselor Certification: Schaumburg, IL: Author.