

PSYC 862 Leadership and Advocacy Summer 2021

Join Zoom Meeting

<https://jmu-edu.zoom.us/j/4037200888>

Meeting ID: 403 720 0888

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Office Hours: Zoom via appointment.

I. Course Description

The purpose of this course is to provide a student-directed experience to encourage active participation in the ongoing process of counselor education. The seminar is designed to foster professional identity and leadership/service to the counseling profession, insure that students are informed about current developments within the counseling profession, and assist students in integrating various aspects of the doctoral program. Professional, ethical and social advocacy issues also are addressed throughout this seminar.

II. Course Objectives & CACREP Doctoral Standards

By the end of the course, students will be able to know, understand, and/or demonstrate the following areas based on the CACREP Standards (2016):

LEADERSHIP AND ADVOCACY

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

I. ethical and culturally relevant leadership and advocacy practices

COURSE CACREP STANDARDS and KPI CHART

CACREP STANDARDS INCLUDED IN THIS COURSE	5.a.	5.b.	5.c.	5.d.	5.e.	5.f.	5.g.	5.h.	5.i.	5.j.	5.k.
Overall Standards	X	X	X	X	X	X	X	X	X	X	x
<i>KPI5 Leadership & Advocacy: Knowledge and skills for effective leadership and advocacy.</i> KPI Assignment: Advocacy in Action KPI5: I								X		X	X
Assignment: Leadership	X	X	X					X	X		X
Assignment: Advocacy TedTalk				X	X	X	X				
Level of KPI indicated by: I = Introductory; R = Reinforcement; M = Mastery											

COURSE COMPETENCIES

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (3)
<i>KPI5 Leadership & Advocacy: Knowledge and skills for effective leadership and advocacy.</i> Demonstrates sufficient knowledge and skills to be effective in advocacy and leadership in the counseling profession.	Does not meet expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession.	Is approaching expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession.	Meets expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession.	Surpasses expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession.

III. Required Texts

The following readings will be used during this course. I suggest you order, print or download them prior to class beginning:

- a. The 2014 ACA Code of Ethics (most easily found at: <http://www.counseling.org/Resources/aca-code-of-ethics.pdf>);
- b. The 2018 ACA Advocacy Competencies (most easily found at: https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-updated-may-2020.pdf?sfvrsn=f410212c_4)
- c. Taking Action: Creating Social Change through Strength, Solidarity, Strategy, and Sustainability by Toporek & Ahluwalia (2020) available through <https://www.amazon.com/Taking-Action-Creating-Solidarity-Sustainability/dp/1516591216>
- d. Counselor Education in the 21st Century: Issues and Experiences by Okech & Rubel, available through the ACA website or through Amazon at https://www.amazon.com/Counselor-Education-21st-Century-Experiences/dp/1556203764/ref=sr_1_3?dchild=1&keywords=rubel+deborah&qid=1622850166&s=books&sr=1-3
- e. All other readings will be available in the course “Files” on Canvas and linked through each week’s Overview & Assignments page.

V. Course Format

Regular Class Structure Every class session will be structured in a similar manner and will include a combination of experiential learning, lecture, discussion, and reading. The standards of preparation and contribution to the overall discussion are significantly high for doctoral students and your full engagement in the co-creation of this experience is expected. We will be meeting via Zoom synchronously each Monday evening from 6:00-8:00 PM EST and the remainder of your week will be a combination of asynchronous learning and assignments. We have two Mondays during which the schedule will alter slightly. That information is available in the full course schedule.

Class Participation and Student Conduct Each student is expected to attend **ALL** class meetings. If you feel that there are circumstances that will inhibit your ability to be fully present for this class, please let us know as soon as the situation arises, so that we can coordinate with you taking the course at a time when you can be successful.

Synchronous learning should be treated the same as if you were present in the classroom. This means being fully engaged and present, free from distractions, and in a space that protects the privacy of your classmates and all class discussions. The following consequences will occur if you choose to engage in disruptive behavior: (a) first we will ask you, privately, to stop, and (b) second, you will be dismissed for the remainder of the class.

The course is designed to be *student-centered* which means active participation is critical. It is expected that all students will come to class prepared. This also means completing all assigned readings before coming to class.

Expectations for Class Participation: As your instructor I expect “Excellent Participation” as defined below. Poor participation will not be tolerated and students will be dismissed for the remainder of the class.

Excellent Participation	Average Participation	Poor Participation
Contributions in the class that indicate one has read and is up to date in counseling theories/skills, leads discussion, offers pertinent and succinct information without dominating the conversation, invites others in the class to participate in the discussion, and is open to sharing how one is affected by his/her profession.	Reacts to the contributions of others, responds when called upon by the instructor or peers, shows that one is following the class discussions yet does not contribute often and does not lead conversations.	Absent and/or disregard and disrespect for peers and the instructor. This also includes non-verbal relational aggression (e.g., eye rolling).

VI. Course Requirements

1. Given the amount of learning involved in class, your attendance is critical to successful completion of the course;
2. Actively participate in weekly discussions, activities, and course assignments;
3. Act and present yourself in a professional manner;
4. Complete all indicated readings and written assignments;
5. Actively and openly communicate so that we can make this course a learning experience for all of us.

VII. Grading

The grade you receive for each assignment, and for the course, is the grade you earn. In order to pass this course, all assignments must be completed in alignment with the guidelines below. If you have questions about grading, you must see the course instructor as your questions arise; not after you have handed in your work or earned your grade. **All assignments are due at the beginning of class in hard copy. Assignments that exceed the page limit will not be graded. Electronic documents and documents that have been slid under my office door will not be accepted.**

Written Work

All written work must be typed and follow APA format. Every document you submit needs to include a title page. Graduate level work needs to be typed double-spaced on one side of a page. **Assignments that do not follow this established criterion will be given back to the student to do again.**

Writing style should be formal, without use of contractions, slang, or abbreviations. The guide for the style is the *Publication Manual of the American Psychological Association, (6th ed.)*. You may visit for more information. Be sure to carefully proof read all work before submitting it for evaluation. Students are expected to display good writing skills in all written work. You will be given a grading rubric for each assignment at least two weeks before the deadline.

Late Assignments

Assignments will be penalized ten (10%) percentage points for each late day. Assignments will not be accepted after five (5) days and will average as a “zero.” Students can view assignment due dates in the syllabus itinerary and the Canvas site.

VIII. Assignments

Assignment Overview

Key Performance Indicator [KPI]: Advocacy in Action (I)

Students will identify a current issue relating to counseling and/or counselor training. Previous examples have included the review of the proposed changes to the ACA Code of Ethics as well as the proposed revisions to the CACREP standards and posting of comments and reflections within the call for comments. This should be an issue you can clearly identify as timely, significant, and one that is available for taking action at this time. Create a brief outline of the issue and/or fact sheet for the class. (B.5.h)

(NOTE: For the purpose of our class I am recommending license portability and interstate compacts as the issue... with a note that professional identity is an integral part of that. We can explore other issues of interest to the group).

This may prove to be a helpful resource for the assignment: <https://www.counseling.org/government-affairs/public-policy> (Links to an external site.) (and will most definitely be an important resource as we dive into political and legislative advocacy in the final week of class!)

[PSYC 862 Assignment 1 Advocacy in Action](#)

FIRST:

Students will **present the issue and the opportunity for action within class and work as a group to determine steps based on Lee’s (2007) five personal action steps**. This process invites students to reflect on various cultural and personal beliefs in order to emerge from the process with a more culturally sensitive and competent view of the issue. Once appropriate and achievable steps have been identified, students will work together to put “Advocacy into Action”. (B.5.k. and B.5.l).

We will begin this part of class during the July 19th synchronous meeting.

THEN:

Each individual student will complete the Advocacy Competencies Assessment: https://www.mjratts.com/uploads/2/8/2/3/28230485/acsa_survey.pdf (Links to an external site.)

THEN:

A **1 page collaborative Fact Sheet** will be due for class on July 29th. I like this blog as a means for technically describing the substance, design, and purpose of a Fact Sheet: <https://blog.bit.ai/how-to-create-a-fact-sheet/> (Links to an external site.) I have also been using Venngage as a nice source of templates for technical communication documents. There is a free version.

FINALLY:

An individual reflection paper to summarize this Advocacy in Action module. This should include the group work on Lee's 5 steps, reflection on your Advocacy Competency Assessment results, as well as reflection on the process of creating a collaborative fact sheet on the chosen issue.

Final full assignment submission via Canvas will be July 30th at midnight (although feel free to submit much earlier!).

NOTE: We will use your examples in our work surrounding the ACA Advocacy Competencies in class. This will help you in conceptualizing steps and action plans. So be sure to take notes on what we do in class so you can incorporate it into this assignment.

https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-updated-may-2020.pdf?sfvrsn=f410212c_4 (Links to an external site.)

Leadership

NOTE: These will be included as three separate assignments in this overall Leadership module just to keep them clean and simple. When you submit them, however, please submit them as ONE document under the Assignment (this) tab.

A. You will write a **3-5 page reflection on your personal definition and philosophy of leadership and advocacy** as we begin this course. This reflection must include a brief review of the current literature on leadership and advocacy.

It's recommended that you do this within the first week of class so you can capture your initial thoughts. You can then refine it once we've done some good work around leadership and advocacy.

GOAL: Complete this by the end of Week 2.

B.1. You will interview someone (via face to face or via Zoom) who you have discovered to be a leader in the counseling profession. Identify this person through their work on specific issues, scholarship, advocacy, or leadership that aligns with a particular area of interest for you. **This should NOT be someone you know. Write a 5-7 page summary of the interview including a rationale for your choice, a brief bio of the individual, their particular area of specialty, how you prepared for the interview as well as your personal reaction to that interview. Include the questions that you prepared for the interview.** Consideration should be given to their leadership development through professional organizations, through their university systems, through mentoring or consultation, personal growth and reflection, as well as how they see themselves as advocates in the daily work of counseling or counselor education. How did the interview support or challenge your definition of leadership and also your understanding of the skills necessary to be a good leader? What did you learn from this interview that will make you a better leader?

B.2. You will **interview a leader in one of ACA's advocacy-focused divisions, working groups, or Task Forces.** Examples include leadership in the Counselor's for Social Justice division, Association for Multicultural Counseling & Development, Human Rights Task Force. Craft your questions in partnership with a peer prior to the interview. Be sure to inquire on their development as a leader, their philosophy and approach to advocacy, particular training

and/or skills they have developed in advocacy, and how they craft a message of advocacy for the work of their division or group. This will be followed by a 4-5 page reflection paper inclusive of references to the questions you asked, responses from the interviewee, references to the literature, and your own personal reactions and thoughts.

You may work with 1-2 of your peers in order to complete this portion. It can be valuable to collaborate on the interview and can also be useful as our timeline is tight and scheduling is always a challenge in the summer. Please see your instructor for ideas.

GOAL: Seek out the leaders within Week 1 so you can have your interview scheduled by the end of Week 2 or 3.

C. Based on your **developing** philosophy of leadership, the literature reviewed in this course, your interview of a leader, as well as the guests we have met so far, develop your own **personal action plan** for leadership. This can include current as well as future leadership endeavors. In your action plan, include **action steps** for accomplishing those leadership goals as well as the skills that you have that will make you an effective leader. Provide a brief summary of your philosophy of leadership along with your plan of action. This should include thoughtful reflection and scholarly references to some of the following:

- Theories and skills of leadership (B. 5. a);
- Leadership and leadership development in professional organizations (B.5.b);
- Leadership in counselor education programs: (B. 5. c);
- Current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession (B. 5. h);
- The role of counselors and counselor educators advocating on behalf of the profession and professional identity (B.5.i);
- Strategies for leadership in relation to current multicultural and social justice issues (B.5.k).

This is an opportunity to integrate everything from the course related to leadership. Work hard to put together Parts A & B early in the course so you have time to let everything marinate and then create this final summary and action steps.

GOAL: This must be complete no later than Monday, August 2nd at midnight. Please submit all three assignments together.

What's Your Advocacy Story? TedTalk

One of the most foundational practices in developing your identity as an advocate is examine your personal story and how it has led you to this moment or this cause. Most of you (if not all) have watched a number of TedTalk videos - enough to know that each speaker begins with the personal journey and invites you into the cause. For the purpose of this class as well as for the purpose of developing your advocacy identity and portfolio, the "capstone" assignment for our class will be a "What is your advocacy story?" TedTalk.

Here is a TedTalk from Dr. John Nance, a regular guest in our class, when he presented at a UNC-Charlotte TedTalk a few years ago:

https://www.ted.com/talks/john_nance_evidently_i_m_a_supremacist_acknowledging_privilege_and_developing_compassionate_empathy?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

There are several steps involved and each will be outlined below:

STEP 1: WATCH at least 5 TED TALKS and fill out 5 TED TALK WORKSHEETS

You can listen to as many as you like, and you can listen to parts of as many as you like, but for this assignment you need to select FIVE to report on. Some are longer than others, so you may wish to factor time into the equation. For each of the FIVE talks you select, please fill out a TED TALK WORKSHEET. This will help you feel grounded in the various ways people have shared their story in a casual, relatable, grounded, and inspiring way. The worksheets will help you organize your thoughts and connect to the speakers and approaches that make sense to who you are.

It is strongly recommended that you choose topics that relate in some way to what you hope to talk about.

All of the forms and information you need are included here in this packet:

[TED+Talk+Planning+Sheet+and+RUBRIC.pdf](#)

This assignment has been adapted from the attached document. Please follow the guidelines offered in the Assignment description and use the document for the purpose of accessing the forms you'll need.

STEP 2: CREATE YOUR OWN TED TALK

What in the world should you talk about? The one thing all Ted Talks have in common is that they are delivered by people who are passionate about and believe in what they are saying. So find something you are passionate about. It could be a particular belief you hold, a political event, an experience you had, a person in your life, a client experience, a social justice issue, a way you would like people to become educated or inspired, an expectation you have for people. You do not have to persuade someone to do something; you may simply present something beautiful. The caveat? It must be connected to counseling, supervision, counselor education, social justice advocacy, leadership, or connect to a topic that you could present to a group of counselor, counselors in training, or counselor educators. This is a step in your leadership and/or advocacy development. How would you like to use it?

STEP 3: PREPARE YOUR PLANNING SHEET & A VISUAL

You will not be handing in an essay. Outline your talk on the PREPARATION sheet, and turn that in as part of the final submission. You will also prepare some type of visual to go with your talk. This could be a PowerPoint presentation, a poster, a photo, a prop, a chart/graph, whatever visual you think works best with your talk.

I cannot recommend highly enough that you download a teleprompter app for your computer, iPad or phone. You can write your text and upload it to the app. Teleprompter allow for such ease in presenting!

Remember: This isn't an ordinary presentation. This is a TedTalk and you'll see a clear difference between these presentations and - say - a typical class or conference presentation.

STEP 4: PRACTICE

Even if you are an experienced orator, you must practice. You will be graded on the quality of your content and also the quality of your talk. What makes a good speech? Well, beyond the obvious (content), it's presentation. You must speak at an even pace (not too fast and not

too slow), you must speak clearly, you must use inflection, you must rid your speech of “like,” “um,” “ya know,” etc. The only way to make sure you are addressing all of these elements is to practice. You also need to be attentive to body language and posture: what you do with your face, your hands, and posture. Watch yourself perform in a mirror, record yourself with your phone and that will help you to get it ready for evaluation and performance!

STEP 5: PEER EVALUATIONS

You will need 2 peer evaluations. These will come from 2 of your group members. You will share your TedTalk and they will evaluate you. You must also do 2 peer evaluations. We will arrange for small group time so you can present to each other either during or immediately following one of our synchronous class meetings.

STEP 6: SUBMIT

By the final class meeting, upload a summary of what you learned watching the five TedTalks, your planning sheet, a summary of what you learned through the peer feedback process, and your final video.

Weekly Discussions

You will have eight (8) discussion posts that include weekly Observations & Reflections as well as two additional discussion intended to cultivate a scholar-practitioner identity. See details in each weekly Overview as well as the Discussion section on Canvas.

Grading Table

<u>Assignments</u>	<u>Percentage</u>	<u>Final Grade</u>
Advocacy in Action Assignments	25	A= 100-90 % “given for excellent work”
Leadership Assignments	25	B= 89-80 % “meets Graduate College expectations”
What’s Your Advocacy Story? TedTalk (100 points)	25	C= 79-70 % “work below Graduate College expectations”
Discussions (80 points)	25	D= 69-60 % “work significantly below average quality and indicates that the course must be retaken”
		F= 59 and below “indicates failure and means the class must be taken

University and Department Policy

Academic Honesty:

Making references to the work of others strengthens your own work by granting you greater authority and by showing that you are part of a discussion located within an intellectual community. When you make references to the ideas of others, it is essential to provide proper attribution and citation. Failing to do so is considered academically

dishonest, as is copying or paraphrasing someone else's work. The consequences of such behavior could range from failure on an assignment to failure in the course to dismissal from the University.

Because the disciplines of the Humanities value collaborative work, you will be encouraged to share ideas and to include the ideas of others in our papers. Please ask if you are in doubt about the use of a citation. Honest mistakes can always be corrected or prevented.

The JMU Honor Code is available from the Honor Council Web site: .

Inclement Weather:

This class will follow the JMU inclement weather policy, which states "For the safety and well-being of its students and employees, the university may close or limit its services based on inclement weather or other emergencies." If the decision to close is made, appropriate notification will be made on:

- JMU Weather Line 540-433-5300
- JMU Radio Station 1610AM
- JMU Home Page
- Local radio and television stations.

The inclement weather policy can be found in its entirety at <http://www.jmu.edu/JMUpolicy/1309.shtml>

If you have special commuting needs, please contact me at to discuss.

Disability Accommodations

If you need an accommodation based on the impact of a disability, you should contact the Office of Disability Services (Wilson Hall, Room 107, 540-568-6705) if you have not previously done so. Disability Services will provide you with an Access Plan Letter that will verify your need for services and make recommendations for accommodations to be used in the classroom. Once you have presented me with this letter, you and I will sit down and review the course requirements, your disability characteristics, and your requested accommodations to develop an individualized plan, appropriate for this course.

JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107 and you may call 540-568-6705 for more information.

Religious Observation Accommodations

All faculty are required to give reasonable and appropriate accommodations to students requesting them on grounds of religious observation. The faculty member determines what accommodations are appropriate for his/her course. Students should notify the faculty by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity.

Confidentiality and Title IX

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, sirockam@jmu.edu, 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml> Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

Tentative Schedule

	Dates	Topics	Due
Week 1	June 28-July 3	Overview of Leadership Models and Theories and intro to Leadership Identity.	Observations & Reflections (O&R) due prior to Monday synchronous meeting (Day 1).
	Synchronous meeting Monday, June 28 from 6:00-8:00 pm EST.		Return to O&R for additional reflection by Day 4.
Week 2	July 6-July 10	Continued work on Leadership Identity within the counseling profession; developing your leadership style and a leadership plan.	O&R due prior to Day 1.
	Synchronous meeting Tuesday, July 6 from 6:00-8:00 pm EST.		Return to O&R for additional reflection by Day 4. Philosophy of Leadership paper due by July 11 th . Have interviews with leaders scheduled by July 11 th .
Week 3	July 12-July 17	Introduction to Advocacy Competencies and advocacy within counselor education.	O&R due prior to Day 1.
	Synchronous meeting Monday, July 12 from 6:00-8:00 pm EST.		Return to O&R for additional reflection by Day 4. Research Ideas in Leadership Discussion due by July 17 th .
Week 4	July 19-July 24	Advocacy in Action exercises within class.	O&R due prior to Day 1.
	Synchronous meeting Monday, July 19 from 6:00-8:00 pm EST.		Return to O&R for additional reflection by Day 4.
Week 5	July 26-July 31	Developing your advocacy identity and exploring how to sustain the work of advocacy.	O&R due prior to Day 1. TedTalk prepared for in-class peer review. Sustaining the Advocacy discussion due on July 30 th . In-class collaborative discussion.
	Synchronous meeting Tuesday, July 27 from 6:00-8:00 pm EST.	Peer Review of Ted Talks.	Return to O&R for additional reflection by Day 4. Collaborative Fact Sheet Due July 29 th . Advocacy in Action assignment due July 30 th .
Week 6	August 2-August 6	Advocacy in Scholarship, Service and Teaching.	O&R due prior to Day 1. Complete TedTalk Assignment due by August 1 st . Complete Leadership assignment due August 2 nd .

	Synchronous meeting Monday, August 2 from 8:00-9:30 pm EST with recommended attendance to Leading Lights webinar from 6:00-7:30 pm.		Return to O&R for additional reflection by Day 4.
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**Day 1 is Monday (with the exception of the July 4th holiday week; Tuesday will be Day 1).
Day 4 is Thursday.**

The instructor reserves the right to revise the syllabus to facilitate instruction. Changes will be posted on the course web

Additional Resources

Albee, G. W. (2006, September). Historical overview of primary prevention of psychopathology:

Address to the 3rd World Conference on the Promotion of Mental Health and Prevention of Mental and Behavioral Disorders, Auckland, New Zealand. *The Journal of Primary Prevention*, 27, 449-456.

American Counseling Association. (2005). *ACA code of ethics*. Alexandria, VA: Author.

Bemak, F., & Chung, B. (2008) New professional roles and advocacy strategies for school counselors: A multicultural/social justice perspective to move beyond the nice counselor syndrome. *Journal of Counseling & Development*, 86, 372-383.

Chen-Hayes, S. F. (2001). Social justice advocacy readiness questionnaire. *Journal of Gay and Lesbian Social Services*, 13, 191-203.

Chang, C. Y., & Gnilka, P. (in press). Social advocacy: The fifth force in counseling. In D. G. Hays & Erford, B. T. (Eds.), *Developing Multicultural Counseling Competency: A Systems Approach*. Columbus, OH: Pearson Merrill Prentice Hall

Chang, C. Y., Hays, D. G., & Milliken, T. (2009). Addressing social justice issues in supervision: A call for client and professional advocacy. *The Clinical Supervisor*, 28(1), 20-35

D'Andrea, M. (2000). Postmodernism, constructivism, and multiculturalism: Three forces reshaping and expanding our thoughts about counseling. *Journal of Mental Health Counseling*, 22, 1-16.

Greene, B. (2005). Psychology, diversity, and social justice: Beyond heterosexism and across the cultural divide. *Counseling Psychological Quarterly*, 18, 295-306.

Griffin, B. (1993). Promoting professionalism, collaboration, and advocacy. *Counselor Education and Supervision*, 33, 2-9.

Hanna, F. J., Talley, W. B., & Guindon, M. H. (2000). The power of perception: Toward a model of cultural oppression and liberation. *Journal of Counseling and Development*, 78, 430-441.

Harley, D., Alston, R., & Middleton, R. (2007) Infusing social justice into rehabilitation education: Making a case for curricula refinement. *Rehabilitation Education*, 21, 41-52.

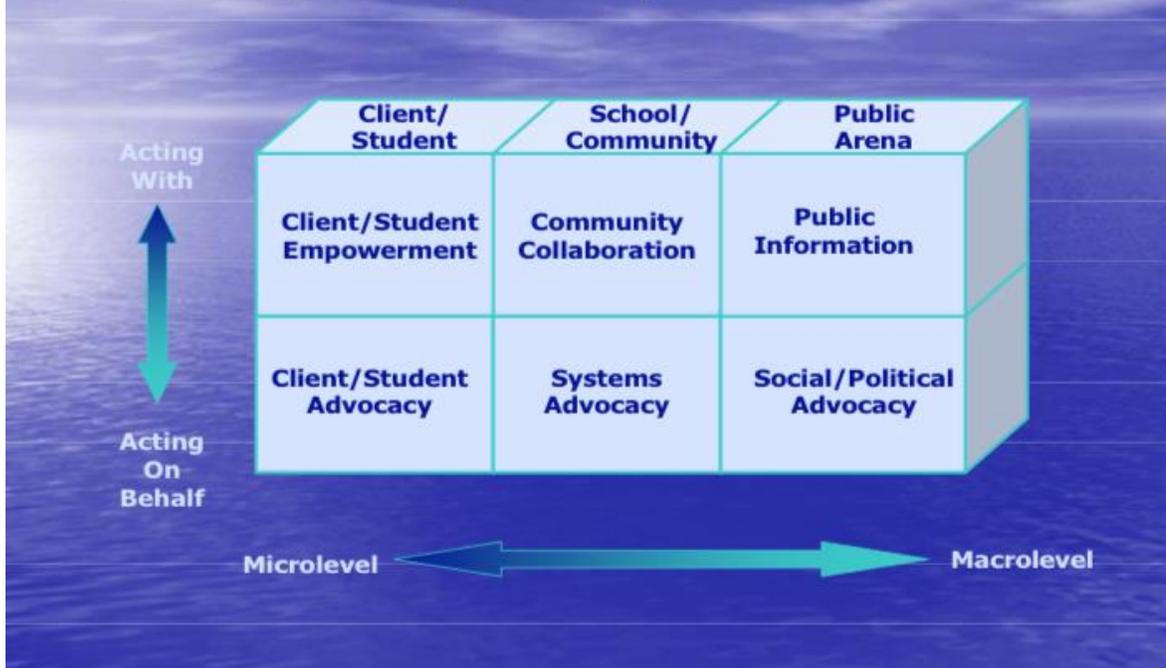
Hartung, P. J., & Blustein, D. L. (2002). Reason, intuition, and social justice: Elaborating on Parson's career decision-making model. *Journal of Counseling and Development*, 80, 41-47.

Hays, D. G., Chang, C. Y., & Dean, J. K. (2004). White counselors' conceptualization of

- privilege and oppression: Implications for counselor training. *Counselor Education and Supervision*, 43, 242-257.
- Hays, D. G., Chang, C. Y., & Chaney, M. P. (2007). *Counselor trainees' social justice awareness, readiness and initiatives*. Manuscript submitted for publication.
- Hays, D. G., Chang, C. Y., & Decker, S. L. (2007). Initial development and psychometric data for the *Privilege and Oppression Inventory*. *Measurement and Evaluation in Counseling and Development*, 40, 66-79.
- Kiselica, M. S. (2004). When duty calls: The implications of social justice work for policy, education, and practice in the mental health professions. *The Counseling Psychologist*, 32, 838-854.
- Kiselica, M. S., & Robinson, M. (2000). Bringing advocacy counseling to life: The history, issues, and human dramas of social justice work in counseling. *Journal of Counseling and Development*, 79, 387-397.
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Advocacy Competency Domains



ADVOCACY COMPETENCIES: Lewis, Arnold, House & Toporek

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Client/Student Empowerment

- An advocacy orientation involves not only systems change interventions but also the implementation of empowerment strategies in direct counseling.
- Advocacy-oriented counselors recognize the impact of social, political, economic, and cultural factors on human development.
- They also help their clients and students understand their own lives in context. This lays the groundwork for self-advocacy.

Empowerment Counselor Competencies

In direct interventions, the counselor is able to:

1. Identify strengths and resources of clients and students.
2. Identify the social, political, economic, and cultural factors that affect the client/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 the individual identify the external barriers that affect his or her development.
5. Train students and clients in self-advocacy skills.
6. Help students and clients develop self-advocacy action plans.
7. Assist students and clients in carrying out action plans.

Client/Student Advocacy

- When counselors become aware of external factors that act as barriers to an individual's development, they may choose to respond through advocacy.
- The client/student advocate role is especially significant when individuals or vulnerable groups lack access to needed services.

Client/Student Advocacy Counselor Competencies

In environmental interventions on behalf of clients and students, the counselor is able to:

8. Negotiate relevant services and education systems on behalf of clients and students.
9. Help clients and students gain access to needed resources.
10. Identify barriers to the well-being of individuals and vulnerable groups.
11. Develop an initial plan of action for confronting these barriers.
12. Identify potential allies for confronting the barriers.
13. Carry out the plan of action.

Community Collaboration

- Their ongoing work with people gives counselors a unique awareness of recurring themes. Counselors are often among the first to become aware of specific difficulties in the environment.
- Advocacy-oriented counselors often choose to respond to such challenges by alerting existing organizations that are already working for change and that might have an interest in the issue at hand.
- In these situations, the counselor's primary role is as an ally. Counselors can also be helpful to organizations by making available to them our particular skills: interpersonal relations, communications, training, and research.

Community Collaboration Counselor Competencies

14. Identify environmental factors that impinge upon students' and clients' development.
15. Alert community or school groups with common concerns related to the issue.
15. Develop alliances with groups working for change.
16. Use effective listening skills to gain understanding of the group's goals.
17. Identify the strengths and resources that the group members bring to the process of systemic change.
18. Communicate recognition of and respect for these strengths and resources.
19. Identify and offer the skills that the counselor can bring to the collaboration.
20. Assess the effect of counselor's interaction with the community.

Systems Advocacy

- When counselors identify systemic factors that act as barriers to their students' or clients' development, they often wish that they could change the environment and prevent some of the problems that they see every day.
- Regardless of the specific target of change, the processes for altering the status quo have common qualities. Change is a process that requires vision, persistence, leadership, collaboration, systems analysis, and strong data. In many situations, a counselor is the right person to take leadership.

Systems Advocacy Counselor Competencies

In exerting systems-change leadership at the school or community level, the advocacy-oriented counselor is able to:

22. Identify environmental factors impinging on students' or clients' development

23. Provide and interpret data to show the urgency for change.

24. In collaboration with other stakeholders, develop a vision to guide change.

25. Analyze the sources of political power and social influence within the system.

26. Develop a step-by-step plan for implementing the change process.

27. Develop a plan for dealing with probable responses to change.

28. Recognize and deal with resistance.

29. Assess the effect of counselor's advocacy efforts on the system and constituents.

Public Information

- 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

Public Information Counselor Competencies

In informing the public about the role of environmental factors in human development, the advocacy-oriented counselor is able to:

30. Recognize the impact of oppression and other barriers to healthy development.

31. Identify environmental factors that are protective of healthy development.

32. Prepare written and multi-media materials that provide clear explanations of the role of specific environmental factors in human development.

33. Communicate information in ways that are ethical and appropriate for the target population.

34. Disseminate information through a variety of media.

35. Identify and collaborate with other professionals who are involved in disseminating public

information.

36. Assess the influence of public information efforts undertaken by the counselor.

Social/Political Advocacy

- 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.

Social/Political Advocacy Counselor Competencies

In influencing public policy in a large, public arena, the advocacy-oriented counselor is able to: 37. Distinguish those problems that can best be resolved through social/political action.

38. Identify the appropriate mechanisms and avenues for addressing these problems.

39. Seek out and join with potential allies.

40. Support existing alliances for change.
41. With allies, prepare convincing data and rationales for change.
42. With allies, lobby legislators and other policy makers.
43. Maintain open dialogue with communities and clients to ensure that the social/political advocacy is
consistent with the initial goals.