

Draft Syllabus

Tennessee Tech University
College of Education
Department of Counseling and Psychology
COUN 7700-001 Advanced Multicultural
Counseling: Leadership and Advocacy

Tuesdays, 1 – 3:50P.M., Farr 305, 3 Hours, Fall 2021

Instructor Information

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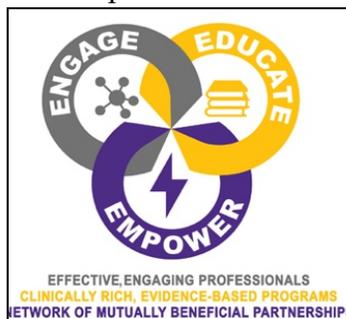
Office Hours: By Appointment

Course Information

COUN 7700-001 Advanced Multicultural Counseling: Leadership and Advocacy, Tuesdays 1 – 3:50PM. Farr 305

TTU College of Education Conceptual Framework:

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.



Prerequisites

Permission from instructor.

Texts and References

Required Texts:

Chang, C., & A., B. M. C. (Eds.). (2021). *Professional counseling excellence through leadership and advocacy* (2nd ed.). Routledge.

<https://www.routledge.com/Professional-Counseling-Excellence-through-Leadership-and-Avocacy/Chang-Minton/p/book/9780367494568>

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

<https://www.routledge.com/Teaching-to-Transgress-Education-as-the-Practice-of-Freedom-1st-Edition/hooks/p/book/9780415908085>

Freire, P. (2018). *Pedagogy of the oppressed: 50th anniversary edition*. New York: Bloomsbury.

<https://www.bloomsbury.com/us/pedagogy-of-the-oppressed-9781501314131/>

Required Articles:

ACA and CACREP Multicultural and Social Justice Competencies and Standards documents:

<https://www.counseling.org/knowledge-center/competencies>

Multicultural and Social Justice Counseling Competencies (Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2015)

ACA Code of Ethics (2014)

ACA Advocacy Competencies (2018)

ARCA Disability-Related Counseling Competencies (2019)

Competencies for Counseling LGBTQIA Clients (Harper et al., 2012)

Competencies for Counseling Transgender Clients (ALGBTIC, 2009)

Competencies for Addressing Spiritual and Religious Issues in Counseling (ASERVIC, 2009)

Competencies for Counseling the Multiracial Population (Kenney et al., 2015)

CACREP (2016) Standards

Appleton, N. S. (2019). Do not 'decolonize'... if you are not decolonizing progressive language and planning beyond a hollow academic rebranding. *Critical Ethnic Studies*, 4.

Bernal, D. D. (2002). Critical race theory, Latino critical theory, and critical raced-gendered epistemologies: Recognizing students of color as holders and creators of knowledge. *Qualitative inquiry*, 8(1), 105-126.

Collins, P. H. (1986). Learning from the outsider within: The sociological significance of Black feminist thought. *Social problems*, 33(6), s14-s32.

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *u. Chi. Legal f.*, 139.

- Estrada, F. (2015). The teaching alliance in multicultural counseling course education: A framework for examining and strengthening the student-instructor relationship. *International Journal for the Advancement of Counseling*, 37(3), 233-247.
- Fine, M., Weis, L., Weseen, S., & Wong, L. (2003). For whom? Qualitative research, representations, and social responsibilities. In N. K. Denzin & Y.S. Lincoln (Eds.), *The landscape of qualitative research* (2nd ed., pp.167–207). Thousand Oaks, CA: SAGE Publications.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of qualitative research*, 2(163-194), 105.
- Haskins, N. H., & Singh, A. (2015). Critical race theory and counselor education pedagogy: Creating equitable training. *Counselor Education and Supervision*, 54(4), 288-301.
- Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education? *International journal of qualitative studies in education*, 11(1), 7-24.
- Lugg, C. A. (2003). Sissies, faggots, lezzies, and dykes: Gender, sexual orientation, and a new politics of education? *Educational Administration Quarterly*, 39(1), 95-134.
- Lugg, C. A., & Murphy, J. P. (2014). Thinking whimsically: Queering the study of educational policy-making and politics. *International Journal of Qualitative Studies in Education*, 27(9), 1183-1204.
- O'Hara, C., Clark, M., Hays, D. G., McDonald, C. P., Chang, C. Y., Crockett, S. A., ... & Wester, K. L. (2016). AARC standards for multicultural research. *Counseling Outcome Research and Evaluation*, 7(2), 67-72.
- Procknow, G. (2017). Silence or sanism: A review of the dearth of discussions on mental illness in adult education. *New Horizons in Adult Education and Human Resource Development*, 29(2), 4-24.
- Robinson, S. (2016). *Feeling safe, being safe: what is important to children and young people with disability and high support needs about safety in institutional settings?* Centre for Children and Young People, Southern Cross University.
- Rocco, T. S., & Delgado, A. (2011). Shifting lenses: A critical examination of disability in adult education. *New Directions for Adult and Continuing Education*, 2011(132), 3-12.
- Ropers-Huilman, R., & Winters, K. T. (2011). Feminist research in higher education. *The Journal of Higher Education*, 82(6), 667-690.
- Seward, D. X. (2014). Multicultural course pedagogy: Experiences of master's-level students of color. *Counselor Education and Supervision*, 53(1), 62-79.
- Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review*, 79(3), 409-428.

Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, education & society*, 1(1).

Recommended:

Goodrich, K. M., Farmer, L. B., Watson, J. C., Davis, R. J., Luke, M., Dispenza, F., ... & Griffith, C. (2017). Standards of care in assessment of lesbian, gay, bisexual, transgender, gender expansive, and queer/questioning (LGBTGEQ+) persons. *Journal of LGBT Issues in Counseling*, 11(4), 203-211.

Griffith, C., Akers, W., Dispenza, F., Luke, M., Farmer, L. B., Watson, J. C., ... & Goodrich, K. M. (2017). Standards of care for research with participants who identify as LGBTQ+. *Journal of LGBT Issues in Counseling*, 11(4), 212-229.

***Additional weekly readings and materials will be included in the course assignments. Assigned readings will be available on the course iLearn site.

Course Description

Theories and skills of leadership, advocacy models, and culturally relevant issues. Exploration of current topical and political issues in counseling and how these issues affect the counseling profession. The course also includes practice in development leadership and advocacy skills. Prerequisite: permission of director of doctoral studies.

Course CACREP Objectives/Student Learning Outcomes

Standard	Content/Reading	Formative Assessment	Summative Assessment
6.B.5.a. theories and skills of leadership	Professional Counseling Excellence Through Leadership and Advocacy Chaps. 1 - 4	Week 12 lecture, activities, and discussions	Applied Leadership Reflection
6.B.5.b. leadership and leadership development in professional organizations	Professional Counseling Excellence Through Leadership and Advocacy Chaps. 13 - 15	Week 16 lecture, activities, and discussions	Applied Leadership Reflection
6.B.5.c. leadership in counselor education programs	Professional Counseling Excellence Through Leadership and Advocacy Chaps. 10 - 12	Week 15 lecture, activities, and discussions	Applied Leadership Reflection
6.B.5.g. strategies of leadership in consultation	Professional Counseling Excellence Through Leadership and Advocacy Chap. 11	Week 15 lecture, activities, and discussions	Applied Leadership Reflection
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	Assigned course readings	Weeks 6 – 10 & 12 lectures, activities, and discussions	Lead Educator Experience
6.B.5.i. role of counselors and counselor educators advocating on behalf of the profession and professional identity	Professional Counseling Excellence Through Leadership and Advocacy Chaps. 5 & 6	Week 13 lecture, activities, and discussions	Multicultural and Social Justice Program Review
6.B.5.j. models and competencies for advocating for clients at the individual, system, and policy levels	Professional Counseling Excellence Through Leadership and Advocacy Chaps. 8 & 9	Week 14 lectures, activities, and discussions	Multicultural and Social Justice Program Review
6.B.5.k. strategies of leadership in relation to current multicultural and social justice issues	Professional Counseling Excellence Through Leadership and Advocacy Chap. 7	Week 14 lecture, activities, and discussions	Multicultural and Social Justice Program Review
6.B.5.l. ethical and culturally relevant leadership and advocacy practices	Professional Counseling Excellence Through Leadership and Advocacy Chap. 3 & 11	Week 12 & 15 lectures, activities, and discussions	Multicultural and Social Justice Program Review

Major Teaching Methods

Instruction will consist of class dialogue, case application activities, written assignments, reading assignments, consultation (with instructors, peers and other counselor educators or practicing counselors), reflective activities, and experiential activities. Students will be active participants in the co-construction of knowledge and will be challenged in their complexity of problem solving and meaning making.

Special Instructional Platform/Materials

iLearn, laptop

Topics to Be Covered

Critical perspectives on topics related to multicultural issues and diversity, andragogy of educating master's students on multicultural counseling, and the role of counselor educators in leadership and advocacy.

Grading and Evaluation Procedures

The following assessment procedures will be used to evaluate students' knowledge of the course.

ASSIGNMENT	PERCENTAGE
Participation	5
Reflexivity Statement	10
Lead Educator Experience	25
Diversity Statement	15
Multicultural and Social Justice Program Review Project	30
Applied Leadership Reflection	10
Expanded Reflexivity Statement Revisited	5
TOTAL	100%

All course requirements will be used to determine student's achievement of the course objectives listed under section "assignments and related policy" of this syllabus. All required assignments would be given a specific grade. Final course grades will incorporate the grading system as follows:

Late Assignments

All assignments should be completed on or before the announced due date. Ten percent will be deducted for each day an assignment is late including weekend days. After three days, assignments will no longer be accepted, and the student will receive a zero on the assignment. It

is the student's responsibility to ensure assignments are submitted on time. All submitted work is final. Your submissions should reflect your best professional effort.

Grading Scale

Letter Grade	Grade Range
A	93 – 100
B	85 – 92
C	77 – 84
D	69 – 76
F	< 68

Course Policies

Student Academic Misconduct Policy

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – [Student Academic Misconduct at Policy Central](#).

Attendance Policy

Attendance on time arrival, and video capabilities (in the event that classes are held synchronously via Zoom) are expected and of the utmost importance in a class of this nature. If you foresee missing more than one class over the course of the semester, please see us. Arriving late or leaving early is a disruption to the entire class; therefore, we ask that all candidates inform their classmates and us if they are required to leave early or arrive late. You are responsible for making sure you receive the necessary assignments and class notes you miss.

Assignments and Related Policy

Participation

Students are expected to come prepared to class, including completing all reading and reflecting on the material. Students are expected to engage in discussions and group work and complete activities assigned outside of class.

Reflexivity Statement

1. Students will develop an expanded reflexivity statement to interrogate social identities, social location, and self in the context of the five domains of the CACREP (2016) doctoral standards. This opportunity serves as a launching point to intuitively bridge positionality within the context of scholarly and professional development while integrating the statement into future scholarly projects (e.g., dissertations, publications, research, supervisory professional disclosure statements).

2. Reflection should clearly reflect and extend to all five doctoral domains: (a) counseling; (b) supervision; (c) teaching; (d) research and scholarship; and (e) leadership and advocacy.
3. Please format this assignment as an APA Style Paper with title page. In-text citations and references may be necessary.
4. Instructors require the length for this reflexivity statement as 4-7 pages double-spaced. Primarily, instructors are searching for depth and strong professional writing in evaluating this assignment.

Reflexivity Statement Revisited

Prior to spring break, students will complete a final reflection after revisiting their Expanded Reflexivity Statement. For this reflection, students will read their original assignment submission and discuss any changes in thoughts or beliefs since the start of the semester.

Lead Educator Experience

Each student will select one course topic from weeks 6 – 10. Students will demonstrate mastery of the topic through a presentation of the subject and facilitation of discussions. Students will be asked to teach on two levels: 1) to their peers in the course and 2) then also as instructors of a master's level multicultural course on the selected topic.

For the peer-based instruction portion of the experience, students will need to be able to explain and lead discussion on the topic at the doctoral level. Materials presented should include both the assigned reading as well as current topics and political issues related to counseling and how those issues affect the daily work of counselors and the counseling profession.

For the master's level component, students will present a lesson plan for how they would teach this content to a master's level student. This plan will need to include a goal, 2-3 objectives, selected reading for a master's level course, a lecture outline, and an experiential component with two activities appropriate for master's level education: one designed for in-person, and one designed for an asynchronous course experience.

Diversity Statement

1. Students will develop a diversity statement to reflect a unique identity informed by the MSJCC and relevant topics and constructs in the course. This assignment serves as an opportunity to capture a unique identity as a future scholar and faculty member in counselor education.
2. APA style formatting is not necessarily needed to develop this statement, although in-text citations may be helpful to align with student's teaching philosophy and diversity statement.
3. The maximum page limit for this assignment is 2 pages single-spaced.
4. Instructors recommends searching through websites, position descriptions, and career development resources (e.g., ChronicleVitae) for more information regarding development of a diversity statement. Career centers often have useful information

available including examples of diversity statements. A particularly useful resource we recommend is: <https://www.sjsu.edu/provost/faculty-success/sjsu-diversity-statement-guidelines-for-faculty-applicants.php>

5. Grading is contingent on a strong full submission of complete diversity statement. A rubric informed by the one posted on the SJSU rubric in the link above will be provided.

Multicultural and Social Justice Program Review

1. Students will complete a multicultural and social justice review of a selected program: School Counseling, Clinical Mental Health, Doctoral Counselor Education, Community Mental Health, or a College Counseling Center.
2. The project will include a review of both processes and products (examples: website, manual, orientation sessions, interviewing) relevant to the established component.
3. The review will be through a multicultural and social justice lens. The review will provide an assessment of how the selected entity integrates relevant and important multicultural and social justice aspects into the mission, purpose, intents, goals, objectives, recruiting (employee and client/student), retention (employee and client/student), supportive programming, continuing education, etc. This review should align with professional standards and competencies grounded in counselor education, counseling, and the counseling profession.
4. The project will use a developed or established framework for advocacy consultation and program review/evaluation as part of this project.
5. The student will develop a written review/evaluation report that concisely and thoroughly conveys the existing strengths of the entity, needs, a plan for strengthening the entities multicultural and social justice competencies, and suggestions for advocacy.
6. In addition to the written report, the student will present their project in class week 16.

Applied Leadership Reflection

Students will write a reflection paper based on the material covered in class on advocacy and leadership. This paper will address 1) student's understanding of leadership theories and the skills of effective leaders, 2) explore leadership structure and paths to leadership development in organizations, 3) examine leadership in counselor education, and 4) present strategies for leadership in consultation.

Individual Meetings/Faculty Check Ins

Throughout the course of the semester, individual meetings will be scheduled with the instructors of record. These meetings will provide a space to respond to questions, process course information, and provide feedback on student's experiences in the course.

Assignment Format

All assignments should be typed, double-spaced, 12-point Times New Roman font, and adhere to APA guidelines (*APA Publication Manual*, 7th ed.) including, title page, running head,

quotations, in-text citations, references, etc. Points will be deducted for all assignments not meeting these standards.

Flexibility Statement

The requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students' experiences and needs, as well as emerging knowledge and competencies will be used to modify the course syllabus. Diversity is welcome, respected, and valued in this learning environment, and We are happy to meet with you and discuss course topics and ways you can be more successful either in person, over the phone, or through email.

Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

Additional Resources

Technical Help

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance. If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#)) visit the [Center for Innovation in Teaching and Learning](#) (CITL) website or call 931-372-3675 for assistance. For accessibility information and statements for our instructional technologies, visit the [CITL's Learner Success Resource page](#).

Tutoring

The university provides free tutoring to all Tennessee Tech students. tutoring is available for any class or subject as well as writing, test prep, study skills, resumes. Appointments are scheduled. Please see the [Learning Center website](#) for more information.

Health and Wellness

Counseling Center

The Counseling Center offers brief, short-term, solution-focused therapeutic interventions for Tennessee Tech University students. The staff of the Counseling Center is available to assist students with their personal and social concerns in hopes of helping them achieve satisfying educational and life experiences. To learn more or schedule an appointment, visit the [Counseling Center website](#).

Health Services

Health Services offers high-quality, affordable care that is accessible and promotes the health and wellness of our Tennessee Tech community. Visit the [Health Services](#) website to learn more.

COVID-19 University Protocols

1. Each student must take personal responsibility for knowing and following the university's COVID-19 protocols. Students are expected to follow all COVID-19 directives published by Tennessee Tech on its official COVID-19 webpage: <https://www.tntech.edu/covid19/index.php> and are subject to compliance with all protocols. Those not in compliance can be reported to the Dean of Students.
2. As conditions related to the pandemic change, the university's COVID-19 protocols are also likely to change. Students are expected to monitor the university's official COVID-19 webpage to stay up to date on all university COVID-19 protocols.
3. If the university's COVID-19 protocols include the wearing of face coverings inside campus facilities, then face coverings must be worn covering the mouth and nose.
4. Students should direct all requests for excused class absences related to COVID-19 to Tennessee Tech's Health Services by following the student link at the following website: www.tntech.edu/covid19/report.php . The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.
5. Students can get a COVID-19 vaccine on campus at Tech Health Services. Call ahead to schedule at (931) 372-3320. COVID-19 vaccines are given free of charge.

*Select readings and assignment inspired by a course constructed by Christian Chan (2020)

TENTATIVE SCHEDULE

Class	Date	Content	Assignments Due	Readings
1	1/11	Course Expectations Building a Beloved Community and Solidarity Syllabus Review		
2	1/18	Vulnerability in Diversity Cultural Dialoguing Cultural Humility		hooks, Intro and Chaps. 1-2 Freire, Intro and Chap. 1
3	01/25	Multicultural and Social Justice Counseling Competencies Multicultural Course: Andragogy, Activities, Dialogue	Reflexivity Statement	hooks, Chaps. 3-4 Freire, Chap. 2 Multicultural and Social Justice Counseling Competencies (MSJCC) Estrada (2015) Seward (2014)
4	2/1	Intersectionality Theory Reflexivity Statement	Student 1 – Lead Educator	hooks, Chap. 5 Freire, Chap. 3 Crenshaw (1989) Collins (1986) Fine et al. (2003)
5	2/8	Queer Theory LGBTQ+ and Queer Advocacy	Student 2 – Lead Educator	Lugg & Murphy (2014) Lugg (2003)
6	2/15	Critical Theory and Feminism	Student 3 – Lead Educator	hooks, Chap. 8 and 9 Freire, Chap. 4 Guba & Lincoln (1994) Ropers-Huilman & Winters (2011)
7	2/22	Critical Race Theory Critical Whiteness	Student 4 – Lead Educator	Freire, Chap. 4 Bernal (2002) Haskins & Singh (2015) Ladson-Billings (1998)
8	3/1	Critical Disability Theory, DisCrit	Student 5 – Lead Educator Diversity Statement	Procknow et al. (2017) Rocco & Delgado (2011) Robinson (2016) - find

9	3/8	Decolonial/Postcolonial Theories	Reflexivity Statement Revisited	Tuck & Yang (2012) Tuck (2009) Appleton (2019)
10	3/15	Spring Break		
11	3/22	Foundations of Leadership		Professional Counseling Excellence through Leadership and Advocacy (PCE) Chaps. 1 - 4
12	3/29	Professional Advocacy		PCE Chaps. 5 - 6
13	4/5	Social Justice and Client Advocacy		PCE Chaps. 7 - 9
14	(ACA April 7 - 9) 4/12	Leadership and Advocacy in Counselor Education		PCE Chaps. 10 - 12
15	4/19	Leadership and Advocacy in Professional Organizations	Applied Leadership Reflection	PCE Chaps. 13 - 15 AARC Standards for Multicultural Research
16	4/26	Presentations on Multicultural and Social Justice Program Review Project	Dead Week	
17	5/3	No Class Meeting	Finals Week Multicultural and Social Justice Program Review Assignment	