

Southern University and A & M College
College of Nursing and Allied Health
Department of Rehabilitation and Disability Studies
Clinical Rehabilitation Counseling Program (CRCP)

I. Descriptive Information:

- a. **Course Number:** REHB 512
- b. **Course Title:** Advocacy, Ethics, and Empowerment in Rehabilitation
- c. **Credit Hours:** 3.0
- d. **CIP CODE:** 512310
- e. **Intended Audience:** This course is intended for Master's level candidates in the Clinical Rehabilitation Counseling and other human services fields whom have been approved for this course by their respective advisors.
- f. **Method of Delivery:** This course will be delivered face-to-face for students in Baton Rouge simultaneously for students living elsewhere online via Zoom. The method of delivery will employ a variety of methods of instruction including lecture, class discussion, small group interaction, role play and learning experiences.

II. Catalog Description

This course focuses upon the empirical as well as the philosophical bases of advocacy, empowerment, and ethics. These three topics play an important role in the professional life of the Clinical Rehabilitation Counselors. Upon successful completion of the course, students are able to better utilize the rehabilitation and counseling principles taught in other classes by re-interpreting some of the tenets from the perspective of ethics, empowerment, and advocacy.

III. CACREP Content Areas:

The Graduate Program in Clinical Rehabilitation Counseling adheres to standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Advocacy, Ethics, and Empowerment in Rehabilitation is a required Course.

Throughout this syllabus, this course addresses professional counseling requirements for CACREP Standards:

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

a. history and philosophy of the counseling profession and its specialty areas

b. the multiple professional roles and functions of counselors across specialty areas, and

their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation

c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

d. the role and process of the professional counselor advocating on behalf of the profession

e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

f. professional counseling organizations, including membership benefits, activities, services to members, and current issues

g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

h. current labor market information relevant to opportunities for practice within the counseling profession

i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

2. SOCIAL AND CULTURAL DIVERSITY

a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy

c. multicultural counseling competencies

d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

IV. Student Learning Outcomes:

CACREP Knowledge and Skill Outcomes:

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- a. history and philosophy of the counseling profession and its specialty areas, as measured by at least 80 percent on the leadership plan assignment.
 - b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation , as measured by at least 80 percent on the leadership plan assignment.
 - c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams, as measured by at least 80 percent on the leadership plan assignment.
 - d. the role and process of the professional counselor advocating on behalf of the profession, as measured by 80% the advocacy project.
 - e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients, as measured by at least 80 percent on the advocacy project
 - f. professional counseling organizations, including membership benefits, activities, services to members, and current issues, as measured classroom discussions

g, professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues, as measured by in class discussions

h. current labor market information relevant to opportunities for practice within the counseling profession, as measured by classroom discussions

i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling, as measured by the advocacy project

2. SOCIAL AND CULTURAL DIVERSITY

a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally as measured by the social justice quilt project

b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy as measured by the social justice paper.

c. multicultural counseling competencies, as measured by the social justice paper

d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others, as measured by the social justice quilt project.

e. the effects of power and privilege for counselors and clients, as measured by the social justice quilt project.

f. help-seeking behaviors of diverse clients, as measured by the leadership plan.

g. the impact of spiritual beliefs on clients' and counselors' worldviews as measured by the social justice quilt.

h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination, as measured by the social justice paper

V. Required Texts and or Readings:

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.

VI. CACREP Faculty:

Office: Room 236 Blanks Hall
 Phone: (225) 771-3671 (DO NOT CALL or leave a message)
 Emails: derek_ruiz@subr.edu
 Office Hours: Monday; 10-11, 1230PM-230PM Wednesday; 12:30-5PM; OR by appointment via ZOOM
 Book directly into my office hours at <http://derekruiz.youcanbook.me>

VII. Method of Instruction

Classes will include lectures, active class discussion and debate, case studies, examinations, and class presentations. This course involves Internet assignments through Moodle on the Southern University Webpage. Students will also be expected to use LiveText for written assignments.

VIII. Student Performance Evaluation Criteria

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. Excessive unexcused, absences will result in grade deductions at the discretion of the professor but up to one full letter grade.

Class Participation – Discussion Questions Posted Online

Students are expected to participate in class. Discussion on issues and case studies related to that class session's lecture (i.e., be prepared) and complete discussions posted online

Students are expected to take tests or quizzes on the scheduled date. If there is an extenuating circumstance, justification to make up a test must be presented (with final discretion left to the professor).

Assignments (research papers, reports, etc.) of graduate students are to be turned in by the due date. Late assignments will be penalized 5 points per day.

Leadership Plan

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:

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. 10 percent 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.

Social Justice Quilt. “The quilt is used symbolically for the feelings about race and ethnicity that cover us while we sleep, comfort us against the cold, and are folded and neatly put away during various seasons of the year. They may be pieced together using one small scrap at a time, sometimes cut into beautiful designs from fancy materials, at other times cut into old shapes from plain, ordinary, well-worn fabric, and stitched by a machine instead of by hand. Regardless of any or all of these origins, they are bound with small stitches, bordered, have padded insulation, and are backed with substantial material. We think of them as so necessary to survival that we give them to babies, and often pack them when going on lone and desolate journeys. Some are tattered and torn from overuse others are carted out for display, company, or special occasions; but we each own one” (Milo, 1995). For this project, students will use everyday objects (e.g., magazine cut-outs, photos) to create a “social justice quilt” that represents the most salient aspects of their identity (e.g., race/ethnicity, gender, sexual orientation) and history of personal advocacy that shape how they view social justice theory, the nature of human challenges and resilience, and the reasons they have chosen a helping profession. Students will consult with the instructor prior to beginning the assignment to ensure their presentations draw on the appropriate readings from the course. Students will sign up for a date on the first day of class to present their social justice quilts to the class. You may need to read ahead since your presentation may be scheduled prior to the relevant readings. The presentations become the groundwork for your “Social Justice Paper.”

Social Justice Paper: Understanding Myself as an Advocate.

The purpose of this paper is to reflect on the reasons you have decided to undertake the challenge of becoming an advocate, in addition to applying theoretical constructs to your understanding of yourself. All of us, whether or not we are aware or choose to acknowledge this, wrestle with emotions, behaviors, beliefs/cognitions, and/or relationships that pose strengths and challenges for us. As advocates, we need to have a good understanding of how these strengths and challenges manifest. In this paper, you should spend some time developing your reasons for wanting to become an advocate. The paper should be conceptualized into three sections: The first section, which should be approximately three (3) pages, should provide some depth about your motivations for entering the field. Here you should demonstrate significant understanding and reflection, and explore the reasons that undergird your decision to embark on a rehabilitation counseling masters degree. As opposed to merely listing reasons why you want to become an advocate, you should explore the reasons with insight and forethought. For instance, stating that you want to help people, while commendable, is not the aim of this section. Exploring what advocacy/helping means to you, how you have been impacted by advocates/help in your life, explaining what you mean by “helping behavior,” what you need to recognize as an advocate/helper, etc., is more fitting with this section of the paper).

Your second section (approx. 3 pages) should focus on 3 different theories, one page each, that you learn about within the class and how they are applicable to your development as an advocate or apply specifically to issues that you

Your last section should be a concluding section and should be about one-two (1-2) pages in length. Address what you have learned by writing your paper, what conclusions you draw about which social justice theories seem to best explain your advocacy issues and why, and what the process of writing the paper was like for you (e.g., what feelings emerged, what you realized, any struggles you faced)

Social Justice Advocacy Project OR Professional Advocacy Project.

Social Justice Advocacy Project

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.

Class Participation Exercises 100 points (10 @10pts each)
Presentation Advocacy Project 100 points

Grading 90% A
 80% B
 70% C

LiveText Subscription

Southern University and A&M College – Baton Rouge has entered into a partnership with LiveText, Inc. to provide online academic resources for student collaboration and learning outcomes assessment. Therefore, all students enrolled in this course are required to purchase a subscription from LiveText, Inc. through the Southern University Bookstore. LiveText, Inc. provides students with the electronic tools and services needed to serve them in their courses and in their career or academic pursuits beyond graduation. LiveText is a dynamic tool that is a dynamic tool that will enable you to:

- i. Create Electronic Portfolios for storing and displaying coursework for use anytime and anywhere;
- ii. Share your résumés, professional portfolios and virtually any projects that can be photographed, video recorded, and uploaded to prospective employers and others who need or want to know about your accomplishments;
- iii. Engage in discussion boards with other students, exchange feedback, and create study groups and other types of social networks.
- iv. Complete assignments in key/required courses where LiveText has been embedded (without LiveText, you will not be able to complete these assignments).
- v. Create a complete record of your academic career that is malleable and easily accessible.
- vi. Engage in developing a results driven culture of assessment at Southern University.
- vii. Participate in a process that will allow for data-driven curricular improvements that foster improved student learning and performance.

A. LiveText:

LiveText is a dynamic tool that will enable you to:

- viii. Create Electronic Portfolios for storing and displaying coursework for use anytime and anywhere;
- ix. Share your résumés, professional portfolios and virtually any projects that can be photographed, video recorded, and uploaded to prospective employers and others who need or want to know about your accomplishments;

- x. Engage in discussion boards with other students, exchange feedback, and create study groups and other types of social networks.
- xi. Complete assignments in key/required courses where LiveText has been embedded (without LiveText, you will not be able to complete these assignments).
- xii. Create a complete record of your academic career that is malleable and easily accessible.
- xiii. Engage in developing a results driven culture of assessment at Southern University.
- xiv. Participate in a process that will allow for data-driven curricular improvements that foster improved student learning and performance.

IX. Disability Accommodations Policies and Procedures

If a student needs academic accommodation, please identify those needs. It is the responsibility of the student to seek available assistance at the University and to request reasonable accommodations. Students with disabilities are encouraged to contact the instructor to discuss their individual needs for accommodations at the beginning of the course. It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Check with Mrs. Patricia Hebert, as soon as possible, in the Office for Student Services – Blanks Hall 2nd Floor for verification of need for accommodations to receive those accommodations in class-related matters. The Office of Disability Services is located in Room 246 Blanks Hall. Please contact Professor Patricia Hebert, ODS Director, for accommodations requests. Phone: 225-771-3950; Fax: 225-771-5652 and email: patricia_hebert@subr.edu or ods@subr.edu.

For additional information, please visit <http://web.subr.edu/index.php?id=806> You may also access the below website for assistance with developing educational accommodations: <http://www.jan.wvu.edu/portals/ed.htm>.

X. WEEKLY COURSE SCHEDULE

Changes to the course syllabus may occur at any time and will be deemed effective when the Syllabus is posted to the Moodle course website.

1/16	1. Leadership for the Counseling Profession 3	MLK Holiday	MLK Holiday	1a,b,c
1/23	2. Foundations of Leadership: Theory, Philosophy, and Research 21 3. Professional Leadership, Leading Well: Characteristics, Principles, and Ethics of Effective Counseling Leaders 41			1e,f 5.D.2.v
1/30	4. On Becoming a Leader: A Journey 63			1a,b,c

2/6	5. Professional Advocacy: Being Allowed to Do Good 81 6. Professional Advocacy: A Professional Responsibility 95		Social Justice Quilt.	1a,h,i
2/13	7. Social Justice as the Fifth Force in Counseling 109			2b,c,d,e 5.d.2.p
2/20	8. Theoretical Foundations of Client Advocacy 121		<u>Leadership Plan (20%)</u>	2b, f,g,h
2/27	9. Client Advocacy: In Action 141			2e, f,g, h
3/6	10. Leadership and Advocacy in Counselor Education Programs: Administration and Culture 165			1g,h,i
3/13	11. Supervision: Promoting Advocacy and Leadership 185	Mid Semester exams	<u>Article for Counseling Today: (25%)</u>	1m, 2a,d,e 5.D.3.e
3/20	12. Counseling Practice: Schools, Agencies, and Community 207			1m,2a,d,e 5.D.3.e
3/27	13. Advocacy Training: Curriculum for Professional and Client Advocacy 267			1m 5.D.3.e
4/3	14. Leadership Training: Entry-Level and Doctoral Curricula 245			1m
4/10	15. Advocacy Training: Curriculum for Professional and Client Advocacy 267		Social Justice Paper:	1m
4/17	Spring Break	Spring Break	Spring Break	
4/24	16. Future Needs: Accountability 291			2a, b e, f,g,h
5/1	Final Exam	Final Exam	<u>Social Justice Advocacy Project (25%) OR Professional Advocacy Project.</u>	