



## Course Information

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**Course Title, Number, Section Number, Term and Year:** Diversity, Social Justice, & Professional Leadership  
COUN 727

**Number of Credits:** 3

**Course Location, Dates, and Times:** Murphy Center, 436

07/15/2020 - 08/12/2020, Wednesday 06:00PM - 09:00PM

07/17/2020 - 07/17/2020, Friday 05:00PM - 10:00PM

07/18/2020 - 07/18/2020, Saturday 08:00AM - 05:00PM

08/14/2020 - 08/14/2020, Friday 05:00PM - 10:00PM

## Instructor Information

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**Name of Instructor:**

**Instructor Contact Information:**

**Instructor Preferred Method/ Times for Student Contact:** Please allow 48 hrs. for a response to emails; if I have not returned your email by then, please feel free to reach back out. Office hours available by appointment.

## Course Description

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Addresses pedagogy relevant to advocacy, diversity, and social justice issues of race, ethnic, cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical status, and mental health. Issues of equity such as oppression, power and privilege, in counselor education will be addressed.

## Required Course Materials

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- 1) Hays, P. A. (2016). Addressing cultural complexities in practice: Assessment, diagnosis, and therapy (3rd ed.). American Psychological Association. ISBN: 9781433821448
- 2) Peer-reviewed journal article (student's choice). Article MUST pertain to strategies of leadership in relation to current multicultural and social justice issues in counseling and/or ethical and culturally relevant leadership and advocacy practices in counseling/counselor education.

## Course Student Learning Outcomes

The curriculum is designed to enhance a student's professional identity as a counselor and counseling skills. The Student Learning Outcomes for this course are aligned with 2016 CACREP standards as explicated through specific assignments noted in the table below.

Student Learning Outcomes	CACREP 2016 Standards	Assignments & Activities
Students will prepare to serve an active role in their professional communities and in larger society through leadership, advocacy, and knowledge of contemporary resources and issues impacting marginalized populations.	<p>Understand how to develop leadership in counselor education programs (6.B.5.c)</p> <p>Understand current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession (6.B.5.h)</p>	<p>Course readings and Cultural Immersion Experience assignment w/ paper</p> <p>Lessons from the Media assignment</p>
Students will enhance knowledge, skills, and attitudes regarding engaging with diverse populations of clients and students, with an emphasis on maintaining multicultural competence across the lifespan and via multiple roles.	<p>Explore ethical and culturally relevant counseling in multiple settings (6.B.1.f)</p> <p>Develop strategies of leadership in relation to current multicultural and social justice issues (6.B.5.k), as well as ethical and culturally relevant leadership and advocacy practices (6.B.5.l)</p>	<p>Lessons from the Media assignment</p> <p>Article selection, review and critique; student-led discussion</p>
Students will demonstrate their ability to educate and assess counseling students in hope of improving their counselor education skills and knowledge via instructor and peer feedback.	<p>Practice roles and responsibilities related to educating counselors (6.B.3.a)</p> <p>Practice assessment of learning (6.B.3.g)</p>	<p>Student-led Presentation and experiential in-class activities</p> <p>Peer Feedback Form (Appendix A)</p>
Students will prepare to serve an active role in professional counseling organizations and other institutions and understand the purpose and benefit of such work.	Explore leadership, management, and administration in counseling organizations and other institutions (6.B.5.e)	Student-led sharing and discussion w/ visual and/or handout

## Methods of Instruction

This course will contain lectures, videos, large and small group discussion, personal reading and reflection, student-led learning, and experiential activities in and outside the classroom.

## Evaluation Method

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Assignments	Due Date	Points/Weight
Attendance and Participation	Each class	20
Lessons from the Media (x2)	Student's choice	10 (5 each x 2)
Student-led Presentation	Sign up for date	25
Cultural Immersion Experience	8.14.21	20
Article Review & Critique (student's choice)	Sign up for date	20
Discussion: Leadership in Professional Counseling Organizations	8.14.21	5
		<b>100 total points</b>

### Grading Scale:

A = 95–100%

AB = 89–94%

B = 84–88%

BC = 79–83%

C = 74–78%

CD = 69–73%

D = 64–68%

F = <64%

## Policies & Resources

### Instructor Late Work Policy

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You may always request an extension; however, do not take advantage of my kindness. If you are genuinely struggling, shoot me an email or set up a meeting with me so we can collaboratively come up with a game plan for you to complete your work. If I am not contacted about late work (or if late work did not receive prior approval), students may still submit assignments but will lose 5% of points possible for each day the assignment is late.

### Attendance Policy

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Experiential class and dyad/triadic processing activities that provide opportunities to interact with and learn from peers are significant factors in students' educational growth and development. Therefore, students are expected to attend class regularly and participate in class discussions, class activities, and presentations at the graduate level (e.g., to engage in both small and large group interactions in a manner that demonstrates interpersonal effectiveness, openness to feedback, and respect for the community of learners).

Each student is expected to be on time and attend for all classes. Failure to attend less than 90% of the course will result in no credit, unless appropriate makeup work is completed. If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor **before** the missed class. Furthermore, missing more than one class for any reason may result in a No Credit evaluation.

### Academic Integrity Policy

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Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

## Credit Hour Course Expectations

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Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

$$(750 + 1800) * \text{the \# of credits of a course} = \text{the minimum number of minutes of seat time and outside work required}$$

## Course Support Services

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Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students by signing up in the Center. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

## Disability Statement

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The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center at 796-3190.

## Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

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Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link:

<http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>

Please visit [this website](#) for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

## Where to Get Help: Additional Policies and Resources for Students

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- [Viterbo Speaks Up](#): Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- [Chosen First Name Policy](#)
- [Concerns or Complaints Regarding Instruction](#)
- [Moodle & Technology Guides](#)
- [Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy](#)
- [Student Disability Policies and Procedures](#)
- [Student Resources](#)
- [Technology Requirements](#) and [Technical Support](#)

*Please review additional items noted in the Policies and Resources block in the Moodle course site.*

## Counseling Services

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It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: <https://www.viterbo.edu/counseling-services>; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911).