Social Justice, Advocacy, and Counselor Education Pedagogy

Paper based on a program presented at the 2007 Association for Counselor Education and Supervision Conference, October 11-14, Columbus, Ohio.

Kaye W. Nelson, Marvarene Oliver, and Rochelle Cade

Nelson, Kaye W., is a Professor in the Counseling and Educational Psychology Department of Texas A&M University-Corpus Christi.

Oliver, Marvarene, is an Assistant Professor in the Counseling and Educational Psychology Department of Texas A&M University-Corpus Christi.

Cade, Rochelle, was a doctoral student in counselor education and supervision in the Counseling and Educational Psychology Department of Texas A&M University-Corpus Christi at the time this project was developed. She is now a Program Coordinator and Counselor at Brazos County Community Supervision and Corrections Department.

The theme of the 2007 annual conference of the Association for Counselor Education and Supervision was "Vanguards for Change: ACES and Social Justice." In preparation for their presentation, the authors initiated a year long reading and discussion group to explore social justice, advocacy, and related teaching practices. A key aspect of the project was collaborative study and discussion of pedagogical theories supporting the development of social justice processes in counselor education learning environments. Presenters researched the literature, shared readings, and held regular discussion groups to reflect on the literature and related teaching innovations. A portion of the project is reflected in this article in addition to author suggestions for faculty study groups. The appendix includes classroom activities developed and utilized during the yearlong project. A conversational writing style was selected to convey the essence of the project to readers. We planned for this narrative to be reminiscent of our presentation.

We began the project by agreeing on the following learning objectives:

1. Identify and study pedagogical theories that are compatible with integrating social justice and advocacy processes into counselor education teaching practices;
2. Construct a bibliography of resources related to social justice, advocacy, and pedagogy in the counselor education and social science literature;
3. Describe how we have been influenced by the project and articulate how some of the results were implemented; and
4. Offer suggestions for other colleagues who wish to engage in a study group focused on the infusion of social justice into counselor education teaching processes.

Early discussions focused on how educators unknowingly perpetuate social hierarchies through course requirements, class activities, teaching methods, and communication with students in and out of class. We decided it was important to meet regularly to support our efforts, discuss ideas, examine pedagogy, share articles and books, and identify experiences that would assist students in internalizing the meaning of social justice and advocacy. Based on initial reading, immediate goals involved examining classroom experiences as well as assignments, changing our language, helping students become critical thinkers about social issues, and reviewing and expanding our knowledge about oppression, advocacy, and marginalized groups. Most of all we wanted the classroom experience to be relevant and students to be engaged and empowered by their learning. We wanted a learning atmosphere that was inclusive and left no student marginalized or without a voice in their learning. While accepting the reality of power and hierarchy inevitable in the classroom, we wished to minimize the dominance of the teacher by creating a learning atmosphere that was socially just. We did not want to teach social justice to our students; we wanted them to experience it. We wanted to examine our roles as teachers and avoid the replication of social structures in society that might contribute to oppression in our classrooms. As facilitators of learning, we wished to create a learning environment in which our students would question, discuss, gain new insights, and collectively solve problems.

Selected theoretical readings began with Paulo Friere (1970, 2007), the Brazilian educator who strongly believed in democracy in the classroom. His pedagogical theory was labeled critical pedagogy and focused on eliminating hierarchy by filling classrooms with teachers who learn and learners who teach. Friere advocated classroom activities that encourage empowerment by (a) listening to student needs and perspectives, (b) posing problems for student dialogue and confidence building, and (c) supporting students in using what is learned to initiate change and take action. Ira Shor (1987, 1992) was a leading proponent of Friere's work in the United States as was bell hooks (1994, 2007), who wrote of engaged learning and passionately examined the interplay of gender, race, and class as obstacles to democratic practices in education. She spoke of the importance of educators maintaining hope and also respecting and caring for students in order for learning to take place. The writings of these scholars communicated the philosophy and theoretical beliefs that formed the basis of our project and our own teaching. Our discussions heightened awareness and reinforced our efforts to create learning environments governed by these principles.

In very similar ways, the theoretical model of Carl Rogers (Rogers & Freiberg, 1994) articulates the components needed to structure an atmosphere conducive to learning and change: (a) the necessity of using core conditions and the importance of relationship; (b) the essential elements of a positive and safe climate with minimal threats; (c) the crucial balance of both the cognitive and emotional aspects of learning; (d) the significance of disclosing feelings and thoughts with learners without dominating the classroom; (e) the importance of learning being personally meaningful to students; and (f) the value of student initiated learning. The work of Rogers reminds counselor educators that the contribution of the relationship to successful outcomes for teaching as well as counseling cannot be minimized.

Another area of the literature that impacted our discussions were the writings of authors who integrated feminist and multicultural theories into their approaches to teaching (Constantine, Hage, Kindaichi, & Bryant, 2007; Enns & Sinacore, 2005; Hays, Dean, & Chang, 2007). Addressing transgender issues in counselor education was also a discussion topic (Carroll & Gilroy, 2002). While so helpful in raising our consciousness about how the voices and perspectives of students can be silenced in educational settings and the importance of training counselors to work with diverse populations, we kept returning to the process of reducing hierarchy and the seminal work of Friere (1970), hooks (1994), and Rogers and Freiberg (1994) as the foundation of our philosophy of teaching and learning.

The effort and self examination involved in exploring the marginalization of students in the classroom, providing a voice for all students, and improving one's teaching was an emotionally draining experience. Rogers' tenet of balancing emotional and cognitive experiences was affirming to the processes of both our group discussions and our classroom projects. In a recent study grounded in critical and feminist theoretical perspectives, Chubbuck and Zumbylas (2008) recommended carefully exploring emotional perspectives in order to more clearly understand socially just teaching after completing their case study of a classroom teacher's experience with socially just teaching. Our regular meetings allowed not only for creative curriculum planning but discussion of readings and teaching experiences and sharing both the cognitive and emotional facets of our pedagogical efforts. A frequent topic was the impossibility of totally eliminating hierarchy when evaluation was inherent in the relationship between instructor and student. We had to address the question of whether or not what we wished to do was possible. While the basic question was not resolved, we became comfortable with a basic belief in the instructor taking personal responsibility to reduce hierarchy, communicate openly and clearly with students, and stand firmly against the misuse of power in the learning environment. We came to the conclusion that, at least for us, there was no ambiguity in this stance.

Next, constructivist points of view became an integral part of our study, and we found the work of David Jonassen (Jonassen, Howland, Moore, & Marra, 2002; Jonassen, Peck, & Wilson, 1999) communicated constructivist positions that were congruent with our own thoughts about teaching. Jonassen is an educational technologist who writes of using technology as a learning tool as opposed to a teaching tool. He also stressed interactive learning and the use of learning communities in the classroom. Keeping students active, constructive, collaborative, conversational, and reflective is at the core of a constructivist learning environment. Jonassen described the ideal environment as one that fosters intentional learning goals and problem solving, recognizes the complex process of students making meaning of their learning as opposed to the teacher teaching, and the significance of context to the learning process.

Jonassen et al. (1999) wrote of two major strands of the constructivist perspective: cognitive constructivism and social constructivism. Both share the same basic assumptions about learning but call attention to different facets of learning. Jonassen et al. proposed that there are eight characteristics that would be supported by both social and cognitive constructivists: (a) There are multiple representations of reality; (b)

Multiple realities are reminiscent of the complexity of the real world; (c) Meaningful learning involves knowledge construction, not knowledge reproduction; (d) Meaningful learning requires genuine tasks in the environment, not abstract instruction; (e) Meaningful learning entails learning in real-world settings or case-based learning; (f) Meaningful learning calls for reflection on experience; (g) Knowledge construction is context- and content- dependent; and, (h) Meaningful learning takes place through the collaborative construction of knowledge through social negotiation rather than competition among learners for recognition. These tenets implemented in a socially just atmosphere can lead to student initiated advocacy projects. While Jonassen's scholarly agenda has highlighted cognitive and social constructivism in educational technology pedagogy, Eriksen and McAuliff (2001; McAuliff & Eriksen, 2000; McAuliff & Eriksen, 2002) have edited several books specific to counselor education addressing constructivist program development, course design, and teaching strategies. These sources were useful in curriculum planning and the development of teaching/learning activities related to social justice and advocacy (See appendix).

Another key theory outside the field of counselor education was the experiential learning theory of David Kolb (1984). Kolb's theory focuses on how learners make sense of concrete experiences and the learning styles they use in the process. Problem solving is inherent in the application of this theory. The foundation of Kolb's experiential learning cycle is found in the work of Jean Piaget, John Dewey, and Kurt Lewin. Kolb portrays five phases in his learning cycle: experience, reflection, conceptualizing, action, and experience.

Experiential learning takes place when students involve themselves in activities and reflect on their experience. This learner centered approach is based on the belief that people learn best by doing. It is a holistic approach that involves cognitive, emotional and physical investment on the part of the learner. Together the instructor and student create learning experiences which are considered more important than obtaining knowledge. Basic to Kolb's (1984) theory is that learning must be enjoyable, motivating, and rewarding in order to be remembered. The student's ideas and choices are respected. A supportive and encouraging atmosphere is considered as important as the opportunity for challenge and risk taking. Time is always provided for student reflection and internalization of the learning experience. Kolb's theory of experiential learning seems to easily integrate into teaching/learning environments in which students experience social justice.

We have presented theories that were particularly meaningful to us during our yearlong project of examining and implementing socially just processes in our teaching and learning. These foundational theories were selected because of their relevancy to promoting socially just learning environments. Although our program and counseling classes often sponsor advocacy projects in the community, the emphasis in this study has been on developing and supporting learning environments in which students are not necessarily taught social justice but personally experience social justice. It became our understanding that such an environment naturally facilitates meaningful learning projects that involve student initiated advocacy.

Our study involved reading many publications on social justice, advocacy, and pedagogy in counselor education other than those cited in this paper. These sources are included in a list of suggested readings found immediately after the references and before the appendix. After completing the yearlong project in which we examined our teaching styles and the learning environments we created in our classrooms, we have the following recommendations for other counselor educators who are interested in constructing classroom learning environments based on social justice principles:

1. Collaborate with a small group of two or three colleagues to study, discuss, and reflect on readings, old and new teaching/learning experiences, and curriculum planning;
2. Select articles/books for everyone to read and discuss yet allow for the independent study of articles and books that can be shared with the group;
3. Collaborate and support the design and implementation of new activities in courses; and,
4. Share both cognitive and emotional aspects of the process so as to maximize the benefits of the experience, improve teaching, and receive support from colleagues for the challenges involved in this process.

References

Carroll, L., & Gilroy, P. J. (2002). Transgender issues in counselor preparation. *Counselor Education & Supervision, 41,* 233-242.

Chubbuck, S. M., & Zumbylas, M. (2008). The emotional ambivalence of socially just teaching: A case study of a novice urban school teacher. *American Educational Research Journal, 45*, 274-318.

Constantine, M. G., Hage, S. M., Kindaichi, M. M., & Bryant, R. M. (2007). Social justice and multicultural issues: Implications for the practice and training of counselors and counseling psychologists. *Journal of Counseling and Development, 85,* 24-29.

Enns, C. Z., & Sinacore, A. L. (Eds.). (2005). *Teaching and social justice: Integrating multicultural and feminist theories in the classroom*. Washington, DC: American Psychological Association.

Eriksen, K., & McAuliff, G. (Eds.). (2001). *Teaching counselors and therapists: Constructivist and developmental course design*. Westport, CT: Bergins & Garvey.

Freire, P. (1970). Pedagogy of the oppressed. New York: Seabury.

Freire, P. (2007). *Education for critical consciousness*. London: Continuum Impacts.

Hays, D. G., Dean, J. K., & Chang, C. Y. (2007). Addressing privilege and oppression in counselor training and practice: A qualitative analysis. *Journal of Counseling and Development, 85,* 317-324.

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

hooks, b. (2007). *Teaching Community: A pedagogy of hope.* New York: Routledge.

Jonassen, D. H., Howland, J., Moore, J., & Marra, R. M. (2002). *Learning to solve problems with technology: A constructivist perspective* (2nd. ed.). Columbus, OH: Merrill/Prentice-Hall.

Jonassen, D. H., Peck, K. L., & Wilson, B. G. (1999). *Learning with technology: A constructivist perspective*. Upper Saddle River, NJ: Prentice Hall.

Kolb, D. A. (1984). *Experiential learning*. Englewood Cliffs, NJ: Prentice-Hall.

McAuliff, G., & Eriksen, K. (Eds.). (2000). *Preparing counselors: creating constructivist and developmental programs*. Virginia Beach, VA: Donning Co.

McAuliff, G., & Eriksen, K. (Eds.). (2002). *Teaching strategies for constructivist and developmental counselor education*. Westport, CT: Bergin & Garvey.

Rogers, C., & Freiberg, H. J. (1994). *Freedom to learn* (3rd ed.). Upper Saddle River, NJ: Prentice Hall, Inc.

Shor, I. (1987). *Critical teaching and everyday life*. Chicago: University of Chicago Press.

Shor, I. (1992). *Empowering education: Critical teaching for social change*. Chicago: University of Chicago Press.

Suggested Readings

Abod, J. (1998). Use everything – Process as pedagogy. *Radical Teacher, 52,* 9-14.

Akintinde, O. (2006). Diversity.com: Teaching an online course on white racism and multiculturalism. *Multicultural Perspectives, 8*(2), 35-45.

Akos, P., & Galassi, J. P. (2004). Training school counselors as developmental advocates. *Counselor Education & Supervision, 43,* 192-206.

Aponte, H. J. (1991). Training on the person of the therapist for work with the poor and minorities. *Journal of Independent Social Work*, 5, 23-39.

Arredondo, P. (1999). Multicultural competencies as tools to address oppression and racism. *Journal of Counseling and Development, 77,* 102-108.

Arredondo, P., Rosen, D. C., Rice, T., Perez, P., & Tovar-Gamero, Z. G. (2005). Multicultural counseling: A 10-year content analysis of the *Journal of Counseling &Development. Journal of Counseling & Development, 83,* 155-161.

Boyd-Franklin, N. (1993). Race, class, and poverty. In F. Walsh (Ed.), *Normal family processes* (pp. 361-376). New York: Guilford.

Bemak, F. & Chung, R. C. (2005). Advocacy as a critical role for urban school counselors: Working toward equity and social justice. *Professional School Counselor, 8,* 196-202.

Bemac, F., & Chung, R. C. (2007). Training counselors in social justice. In C. C. Lee (Ed.), *Counseling for social justice* (2nd ed.). Alexandria, VA: American Counseling Association.

Black, L. L. & Stone, D. (2005). Expanding the definition of privilege: The concept of social privilege. *Journal of Multicultural Counseling and Development, 33,* 243-255.

Blustein, D. L., McWhirter, E. H., & Perry, J. C. (2005). An emancipatory communitarian approach to vocational development theory, research, and practice. *The Counseling Psychologist*, *33*, 141-179.

Brookfield, S. D., & Preskill, S. (2005). *Discussion as a way of teaching: Tools and techniques for democratic classrooms*. San Francisco: Jossey-Bass.

Brown, S. L. (2002). We are, therefore I am: A multisystems approach with families in poverty. *Family Journal: Counseling and Therapy for Couples and Families, 10*, 405-409.

Carroll, L., Gilroy, P. J., & Ryan, J. (2002). Counseling transgendered, transsexual, and gender-variant clients. *Journal of Counseling & Development, 80,* 131-139.

Comstock, D. L., Duffey, T. H., & St. George, H. (2003). Gender issues in counselor preparatory programs: A relational model of student development. *Journal of Humanistic Counseling, Education and Development, 42,* 62-78.

Cosgrove, L. (2005). When labels mask oppression: Implications for teaching psychiatric taxonomy to mental health counselors. *Journal of Mental Health Counseling, 27*(4), 283-296.

D'Andrea, M. & Daniels, J. (2001). Expanding our thinking about White racism: Facing the challenge of multicultural counseling in the 21st century. In J. G. Ponterotto, J. M. Casa, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of multicultural counseling* (2nd ed., pp. 257-288). Thousand Oaks, CA: Sage.

Darder, A., Baltodano, M., & Torres, R. D. (Eds). (2003). *The critical pedagogy reader*. New York: RoutledgeFalmer.

Dinsmore, J. A., & England, J. T. (1996). A study of multicultural counseling training at CACREP-accredited counselor education programs. *Counselor Education and Supervision, 36,* 58-76.

Duffy, T. M., & Jonassen, D. H. (1992). *Constructivism and the technology of instruction: A conversation*. Hillsdale, NJ: Erlbaum.

Fouad, N. A. (2002). 2001 presidential address: Dreams for 2010: Making a difference. *The Counseling Psychologist*, *30*, 158-166.

Fouad, N. A., McPherson, R. H., Gerstein, L., Blustein, D. L., Elman, N., Helledy, K. I., & Metz, A.J. (2004). Houston 2001: Context and legacy. *The Counseling Psychologist*, *32*, 15-77.

Frank, O. (2005). Counselling and the global agenda to eradicate poverty: What framework to apply for multicultural understanding and interpretation? *International Journal for the Advancement of Counselling, 27,* 35-46.

Galassi, J. P., & Akos, P. (2004). Developmental advocacy: Twenty-first century school counseling. *Journal of Counseling & Development, 82,* 146-157.

Glenn, J. C., & Gordon, T.J. (2006). *2006: State of the future*. Washington, DC: American Council for the United Nations University.

Goodman, L. A., Liang, B., Helms, J. E., Lotta, R. E., Sparks, E. & Weintrab, S. R. (2004). Training counseling psychologists as social justice agents: Feminist and multicultural principles in action. *The Counseling Psychologist, 32,* 793-837.

Griffith, B., & Frieden, G. (2000). Facilitating reflective thinking in counselor education. *Counselor Education and Supervision, 40,* 82-94.

Guifridda, D. A. (2005). The emergence model: An alternative pedagogy for facilitating self-reflection and theoretical fit in counseling students. *Counselor Education and Supervision, 44,* 201-213.

Hanna, F. J., Bemak, F., & Chung, R.C. (1999). Toward a new paradigm for multicultural counseling. Journal of Counseling & Development, 77, 125-134.

Hansen, L. S. S. (1999). Integrative life planning: An interdisciplinary framework for aligning personal growth and organizational and social development in the 21st century. *International Medical Journal*, *6*, 87-93.

Harper, F. D., Harper, J. A., & Stills, A. B. (2003). Counseling children in crisis based on Maslow's hierarchy of basic needs. *International Journal for the Advancement of Counselling, 25,* 11-21.

Hayden, D. (2002). *Redesigning the American dream: Gender, housing and family life*. New York: Norton.

Hays, D. G. & Chang, C. Y. (2003). White privilege, oppression, and racial identity development: Implications for supervision. *Counselor Education & Supervision, 43,* 134-145.

Hays, D. G., Chang, C. Y., & Dean, J. K. (2004). White counselors' conceptualization of privilege and oppression: Implications for counselor training. *Counselor Education & Supervision, 43,* 242-256.

Hill, N. R. (2003). Promoting and celebrating multicultural competence in counselor trainees. *Counselor Education & Supervision, 43,* 39-51.

Hill, N. R., Leinbaugh, T., Bradley, C., & Hazler, R. (2005). Female counselor educators: Encouraging and discouraging factors in Academia. *Journal of Counseling and Development,* 83, 374-380.

Kees, N. L. (2005). Women's voices, women's lives: An introduction to the special issue on women and counseling. *Journal of Counseling & Development, 83,* 259-261.

Kees, N. L., Carlson, L. A., Parmley, R., Dahlen, P., Evans, K., Marbley, A. F., Rozdzial, M., Seem. S. R., & Snyder, B. (2005). Women and counseling: A vision for the future. *Journal of Counseling & Development, 83,* 381-383.

Kim, B. S. K., & Lyons, H. Z. (2003). Experiential activities and multicultural counseling competence training. *Journal of Counseling & Development, 21,* 400-408.

Kimmel, E., & Worell, J. (1997). Preaching what we practice: Principles and strategies of feminist pedagogy. In Worell, J. & Johnson, N. G. (Eds.). *Shaping the Future of Feminist Psychology: Education, Research, and Practice* (pp. 121-153)**.** Washington, DC: American Psychological Association.

Kiselica, M. S., & Robinson, M. (2001). Bringing advocacy counseling to life: The history, issues, and human dramas of social justice work in counseling. *Journal of Counseling & Development, 79,* 387-397.

Kolb, D. A. (1981). Learning styles and disciplinary differences. In A. W. Chickering (Ed.), *The modern American college.* San Francisco: Jossey-Bass.

Kress, V. E., Eriksen, K. P., Rayle, A. D., & Ford, S. (2005). The *DSM-IV-TR* and culture: Considerations for counselors. *Journal of Counseling &Development, 83,* 97-104.

Lee, C. C. (Ed.) (2007). *Counseling for social justice* (2nd ed.) Alexandria, VA: American Counseling Association.

Lelwica, M. (1999). Liberating learning and deepening understanding: Reflections on feminist pedagogy – as a student, as a teacher. *Journal of women and Religion, 17.* Retrieved September 14, 2006, from http://first search.oclc.org

Lewis, J., Arnold, M., House, R. & Toporek, R. (2003). *Advocacy Competencies*. Retrieved on May 30, 2006 from http://www.counseling.org/Files/FD

Locke, D. C., & Kiselica, M. S. (1999). Pedagogy of possibilities: Teaching about racism in multicultural counseling courses. *Journal of Counseling & Development, 77,* 80-86.

McGoldrick, M. (Ed.). (1998). *Revisioning family therapy: Race, culture, and gender in clinical practice.* New York: Guilford.

Murray, C. E., Lampinen, A., & Kelley-Soderholm, E. L. (2006). Teaching family systems theory through service-learning. *Counselor Education and Supervision, 46,* 44-58.

Myers, J. E., & Sweeney, T. J. (2004). Advocacy for the counseling profession: Results of a national survey. *Journal of Counseling & Development, 82,* 466-471.

Myers, J. E., Sweeney, T. J., & White, V. (2002). Advocacy for counseling and counselors: A professional imperative. *Journal of Counseling and Development, 80,* 394-402.

Nelson, M. L., & Neufeldt, S. (1998). The pedagogy of counseling: A critical examination. *Counselor Education and Supervision, 38,* 70-88.

Osborne, J. L., Collison, B. B., House, R. M., Gray, L.A., Firth, J., & Mary, L. (1998). Developing a social advocacy model for counselor education. *Counselor Education & Supervision, 37,* 190-203.

Papert, S. (1993). *The children's machine rethinking: School in the age of the computer*. New York: Basic Books.

Perry, A. V., & Rolland, J. S. (1999). Spirituality expressed in community action and social justice: A therapeutic means to liberation and hope. In F. Walsh (Ed.). S*piritual resources in family therapy.* New York: Guilford.

Pope-Davis, D. B., Ligiero, D. P., Liang, C., & Codrington, J. (2001). Fifteen years of the *Journal of Multicultural Counseling and Development*. *Journal of Multicultural Counseling and Development*, *29*, 226-238.

Prilleltensky, I. (2003). Understanding, resisting, and overcoming oppression: Toward a psychopolitical validity. *American Journal of Community Psychology*, *31*, 195-201.

Robinson, D. T., & Morris, J. R. (2000). Multicultural counseling: Historical context and current training consideration. *Western Journal of Black Studies, 24,* 239-259.

Roysircar, G. (Ed.). (2003). *Multicultural counseling competencies 2003: Association for Multicultural Counseling and Development.* Alexandria, VA: Association for Multicultural Counseling and Development.

Roysircar, G., Sandhu, D. S., & Bibbins, Sr. V. E. (Eds.). (2003). *Multicultural competencies: A guidebook of practices*, Alexandria, VA : Association for Multicultural Counseling and Development.

Singley, B. (Ed.). (2002). *When race becomes real: Black and white writers confront their personal histories*. Chicago: Lawrence Hill Books.

Snyder, C. R. (2005). Teaching: The message of hope. *The Journal of Clinical and Social Psychology, 24,* 72-84.

Stadler, H. A., Suhyun, S., Cobia, D. C., Middleton, R. A., & Carney, J. S. (2006). Reimagining counselor education with diversity as a core value. *Counselor Education and Supervision, 45,* 193-206.

Stanton, A. (1996). Reconfiguring teaching and knowing in the college classroom. In Goldberger, N., Tarule, J., Clinchy, B. & Belenky, M. (Eds.). *Knowledge, difference, and power: Essays inspired by women's ways of knowing.* New York: Basic Books.

Stone, C. B., & Turba, R. (1999). School counselors using technology for advocacy. *Journal of Technology in Counseling, 1* (1). Retrieved June 1, 2002, from http://jtc.col.state.edu/Vol1_1/advocacy.htm

Strong, T. (2003). Engaging reflection: A training exercise using reflection and discourse analysis. *Counselor Education and Supervision, 43,* 65-77.

Sue, D. W., Arrendondo, P. & McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Counseling and Development, 70,* 477-486.

Toporek, R. L., & Pope-Davis, D. B. (2005). Exploring the relationships between multicultural training, racial attitudes, and attributions of poverty among graduate counseling trainees. *Cultural Diversity and Ethnic Minority Psychology, 11,* 259-271.

Torres-Rivera, E., Phan, L. T., Maddux, C., Wilber, M. P., & Garrett, M. T. (2001). Process versus content: Integrating personal awareness and counseling skills to meet the multicultural challenge of the twenty-first century. *Counselor Education and Supervision, 41,* 28-40.

Torres, S., & Ottens, A.J. (1997). The multicultural infusion process: A research-based approach. *Counselor Education & Supervision, 37,* 6-19.

Trusty, J., & Brown, D. (2005). Advocacy competencies for professional school counselors. *Professional School Counselor, 8,* 259-265.

Vera, E. M., & Speight, S. L. (2003). Multicultural competence, Social justice, and counseling psychology: Expanding our roles. *The Counseling Psychologist, 31,* 253-272.

Vereen, L. G., Hill, N. R., & McNeal, D. T. (2008). Perceptions of multicultural counseling competency: Integration of the curricular and the practical. *Journal of Mental Health Counseling, 30,* 226-236.

Williams, B. (2003). The worldview dimensions of individualism and collectivism: Implications for counseling. *Journal of Counseling & Development, 81,* 370-374.

Zarus, W. E. P., Herlihy, B. R., & Pierce, L. A. (2006). Forging the link between multicultural competence and ethical counseling practice: A historical perspective. *Counseling and Values, 50,* 99-108.

Appendix: Learning Activities

I.   Socially Just Classrooms—An Experiment in Systems

Doctoral students in the Advanced Career Theories class have already completed 30 hours of their academic coursework. The course is taught in the second semester of the summer and is the only course they take during this semester. By this time, the cohort has begun to have its own identity and cohort members know each other as students fairly well. Course objectives include but are not limited to an in-depth understanding of career theory and further development of teaching skills. In addition, course objectives include fostering a knowledge of systems and understanding the role of a variety of factors in counselor education, including socioeconomic status, occupation, perspective (local, national, international), and equity.

To experientially demonstrate these latter objectives, the cohort is organized into a company, with roles within the company being drawn randomly prior to the start of the semester. Roles include two company owners and two managers, with the remainder of the cohort being workers. Depending on the size of the cohort or the availability of previous cohort members to assist in the process, other roles may be assigned. It is the responsibility of the owners to organize the class, working with a minimal syllabus from the instructor outlining class requirements, including choosing class times and schedules, presentations and topics, cohort member assignments, and other details. The owners are free, within the broad constraints supplied by the instructor, to consult or not with managers and/or their fellow cohort members concerning the organization of the class. The only other information given to the owners prior to the start of the class is that a 12-hour portion of class time, to occur in two large blocks, must be reserved for the instructor for an experiential learning lab.

Theory and experience in teaching skills proceed as they would in any class. The instructor's role during the organization of this portion of the class is to closely observe how the organization is managed—who is consulted and who is not, how decisions are made, who speaks up and who does not. However, during the learning lab, the owners are given a description of the company they "own" along with three tasks that must be accomplished by the cohort. The tasks I most often use have been adapted from various corporate training materials or have been made up on the spot to fit the cohort. The tasks are related in terms of the narrative presented by me as a part of the description of the company and tasks. The tasks are intentionally not academic. The students are already accustomed to certain roles within their cohorts regarding typical academic tasks, and non-academic tasks may preclude assumption of those roles. Once I have provided these descriptions, my role again becomes that of an observer. I move from group to group, watching if and how owners, managers, and workers interact among groups and within groups when members of other groups are not watching. Owners are given the responsibility of compensating themselves and all others at the completion the tasks, with items to be used as compensation being provided in a way that does not allow an even division of the compensation. Again, my role is to closely observe the processes used to make decisions, including if and how the awarding of compensation is discussed with workers and managers.

Once the experiences are completed, I discuss organizational systems using material from Barry Oshry's *Seeing Systems: Unlocking the Mysteries of Organizational Life* (2007). Cohort members are encouraged to reflect on the discuss their experiences as being at the top, middle, or bottom of a system, the common processes of each group including strengths and weaknesses, how to identify patterns of relationships, and how to demystify process. They are also encouraged to identify elements of healthy, robust organizational systems and ways in which they can encourage the creation or maintenance of such systems for themselves and others.

Student reaction to this experience has consistently been very positive. As students discuss any frustration, confusion, excitement, or anxiety they may have experienced during the learning lab itself, they also begin to express empathic understanding of the difficulties inherent in various positions within system and the importance of addressing such difficulties. Students from cohort to cohort "keep the secret" of the learning lab, and tell those who come after them that it would ruin the experience if they talked about the specifics of it. Of course, as the instructor, it is my responsibility to watch closely to be sure no individual student experiences undue distress and to be sure reactions are processed in a way that is helpful to the cohort and to individuals within it.

Reference

Oshry, B. (2007). *Seeing systems: Unlocking the mysteries of organizational life (2nd ed.).* San Francisco, CA: Berrett-Koehler Publishers.

II.   Class Written Assignment

The literature on risk and resilience offers diverse theoretical perspectives. The implications for counseling approaches/interventions that favor one or the other are profound. What relevance do these two bodies of work have for diverse populations such as ethnic minorities, elderly, gay/lesbian, the disabled, and lower socioeconomic groups? Discuss how you are influenced by the theory and research on risk and resilience and take a position in terms of which body of work is most meaningful and helpful in your professional work as a counselor. How do these two bodies of work correspond with your future work as a counselor educator? Justify your positions with references to the literature.

III.   Class Written Assignment

The advocacy competencies and the cross-cultural competencies have been uploaded as resources for this class. You may also go to counseling.org and click on publications where you can access PDF documents of these two competencies and obtain a copy of the article on multicultural competencies by Sue, Arredondo, and others. I would like for you to study and critique these competencies in terms of your own approach to counseling, be it one particular theory or an integrated approach. How do the competencies integrate with the various counseling theories? Lastly, I would like for you to incorporate, give examples, and include in the discussion how the competencies might be helpful in working with people in poverty (you may choose to select another

culture/population). If other questions related to the topic emerge, you are free to address these issues in your own meaningful way.

IV.   Meaning of Marriage Project
       The annotated bibliography below forms the basis of a semester long Web CT discussion of the legalization of marriage and the meaning of marriage in contemporary society and the relevance to counselors and counselor educators. I invite you to begin by researching, reading, exploring, discussing this issue with an open mind to all aspects of the issue. Please do react, take a position, debate, but always keep listening and reading and sharing what you find. I will also post a PDF document of an article that I have not read yet but hope will be additive. Post your own references for the class's benefit, and we will follow up online discussions with and in class toward the end of the semester.

Some Sources:
Blankenhorn, D. (2007). *The future of marriage.* New York: Encounter Books.
       Blankenhorn, the author of *Fatherless America*, declares that the legalization of same-sex marriage will change parenthood for all families and weaken our cultural belief that children need both their mother and father. He explores the legal, social, and cultural history of marriage and presents a case against legalization. He maintains that the primary reason for marriage is to care for and prepare each generation of children for adulthood. His position is not based upon religious or conservative political beliefs but on the evolution of the human species since the beginning of time.

Rauch, J. (2004). *Gay marriage: Why it is good for gays, good for straights, and good for America.* New York: Henry Holt & Co.
       Rauch asserts that he is in no way concerned with the civil rights aspect of same-sex marriage, instead argues that the legalization of gay marriage is key to the health of marriage in today's society. He focuses on traditional values and how important it is for two people who love each other to bond and commit to a long term relationship in a way that bonds them to society at large. "No other institution has the power to turn narcissism into partnership, lust into devotion, strangers into kin" (Rauch, 2004, p. 7). In an effort to fairly present all sides of the issue, Rauch attempts to present benefits and risks to all concerned: straights, gays, children, traditionalists, society.

Wolfson, E. (2004). *Why marriage matters: America, equality, and gay people's right to marry.* New York: Simon & Schuster.
       Wolfson is Executive Director of Freedom to Marry and an attorney who has argued before the U.S. Supreme Court in defense of the rights of gay people. The following questions are raised in his book: What is the meaning of marriage and why is the word *marriage* so important? Why not call marriage between same-sex couples something else? How will allowing gay marriage hurt the "sanctity" of the institution of marriage? How will people of various religious faiths reconcile their beliefs with marriage between same-sex couples? What effect will the legalization of same-sex

marriage have on children? As an attorney, Wolfson takes a strong legal position based on the civil rights of all citizens.

V.   Pieces of Me: Classroom Activity of Identity and Worldview
Background of the activity
         This activity was first used in a Battering Intervention and Prevention Program with male clients court-ordered to complete a domestic violence program. In the battering group, the activity was originated on the spot when members of the group were struggling with being labeled as "convicts/criminals" by society and all of the stereotypes and prejudices associated with that label. A similar activity in Brookfield and Preskill (2005) entitled Naming Ourselves (p. 131) was integrated with elements from the activity used in the battering group. The activity was then utilized in a seminar course with first year college students and this version will be detailed. The activity was implemented early in the semester when students have not yet transitioned from their identities as high school students and have not yet forged relationships with their classmates or at the university. Class discussions at this point typically reveal a significant number of students in the class have limited experience or exposure to diverse cultures, ethnicities, and religions.
Purpose of the activity
         The activity was used in the classroom to achieve multiple purposes. The first purpose is to create a classroom community. "As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another's voices, in recognizing one another's presence. (hooks, 1994) The heart of creating a classroom community is an atmosphere and commitment to diversity encouraged by honoring and acknowledging the value of each student. A second purpose is to explore identity and worldviews and how this connects to the course topics of power, oppression, identity and diversity.
How to of the activity
         In the weeks preceding the activity, students were asked to define the terms power and oppression and to consider how power is gained and how power is used to oppress. Students are also asked to define the term diversity and to consider its meaning and relevance to power and oppression. Following the introduction of terms, the activity begins with students walking into the classroom where a song, *Pieces of Me* by Ashlee Simpson, is playing. The song is not essential or terribly significant and was chosen because most students are at least vaguely familiar with it. It was used to engage students immediately and with a medium that is important and meaningful to them. Another song or medium with relevance and significance could be substituted to better meet the needs of the students. The students are then asked to think of all of the pieces that make up who they are. The professor may give a few examples to start the discussion (for example: gender—male/female; geographic locale—South Texan/New Yorker; or football fan—New England Patriots/Dallas Cowboys) As the discussion gets going, students will get more creative, and writing a comprehensive list on the board is helpful. Once the list has been completed and can be referred to as a reference, students are asked to consider their own pieces and how the pieces create an identity. Students are then asked to consider the

size or weight of each piece in terms of their identity. A pie chart is drawn on the board to create a visual example of this process. Two examples of the activity are below.

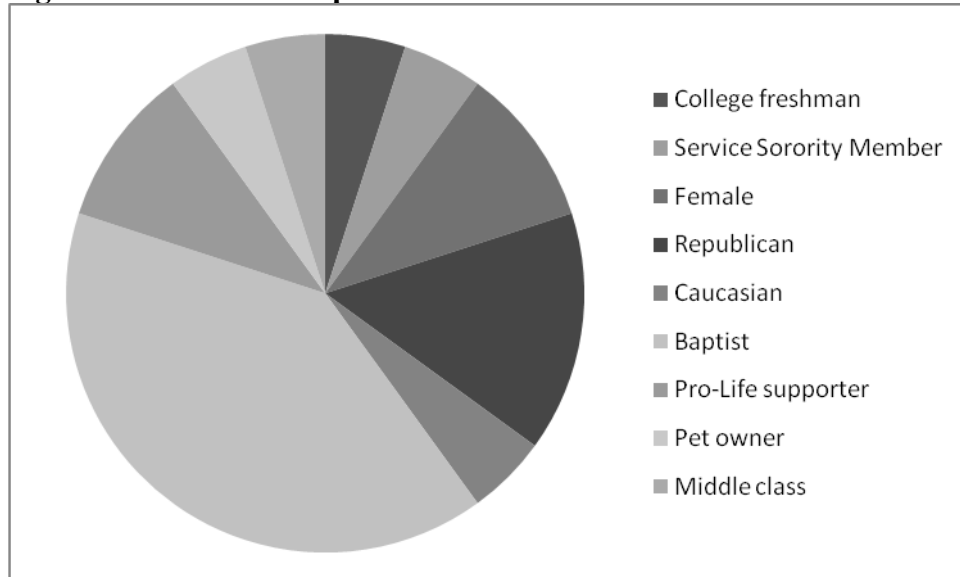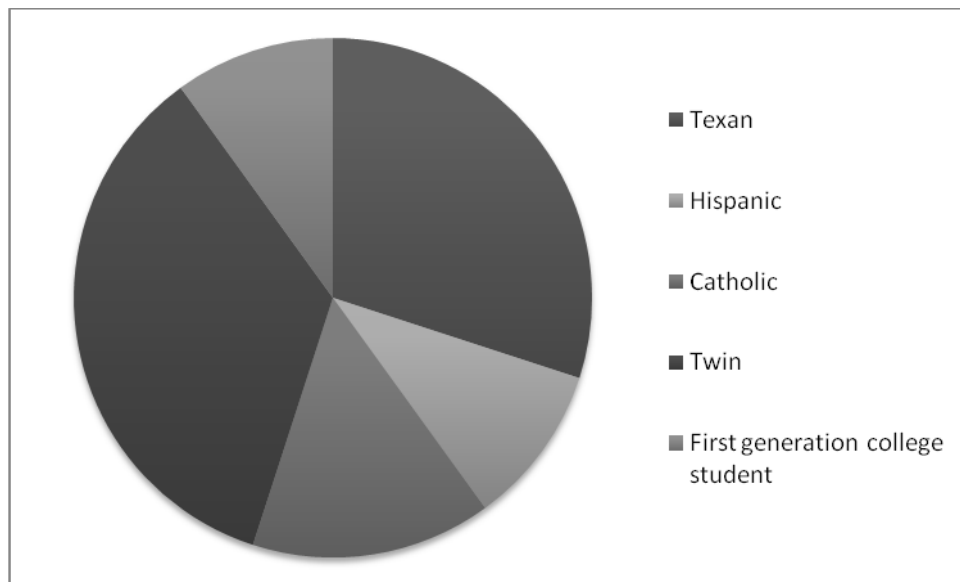**Figure 1. Student Example One**

Figure 2. Student Example Two

A discussion of student pie charts ensues with the direction being dependent upon student input and reactions. In this activity, discussion included the overlap of pieces, the difficulty in deciding how to size the pieces, how the decision on size was made, and how

the student created the size of his or her pieces in comparison to how others perceive the size of the pieces. Students also discussed pieces that other people would not see as part of their identity and how others mislabel pieces. Following was an opportunity for students introduce themselves to the class and to share how they preferred to be addressed as individuals or as members of a group. For example, a student in class identified herself as a black woman and another student in class asked not to be identified as a black woman but rather a Nigerian woman. Each student expressed their rationale with the chosen identity and the class had the opportunity to explore, understand, and appreciate the different identities. "In choosing how we wish others to think of us, we can explore how identifying with a particular class or culture influences our behavior, language, and attitudes." (Brookfield & Preskill, 1999, p. 131)

Professor's role

The professor has multiple roles in the activity. The first role is that of a model, specifically modeling active listening and being wholly present throughout the activity. By doing this, the professor helps to create an environment in which students learn that listening respectfully is as important as speaking (hooks, 1994). This respectful listening modeled by the professor is also crucial to the process as it directs attention away from the voice of the professor and to the voices of the students. This behavior also ensures the "teacher is no longer merely the-one-who-teaches, but one who is himself taught in dialogue with the students" (Freire, 1970). The professor's most critical task is the balance between redirection of voice and self-disclosure. The students can't be encouraged to be vulnerable and take risks if the professor cannot. Hooks (1994) warns an unwillingness to share by the professor could be viewed as coercive. When a professor appropriately self-discloses and brings his or her experiences into the classroom, the notion of an all knowing professor is eroded. A final task of the professor is to monitor student for distress or adverse reactions to the discussion.

References

Brookfield, S. D., & Preskill, S. (2005). *Discussion as a way of teaching: Tools and techniques for democratic classrooms*. San Francisco: Jossey-Bass.

Freire, P. (1970). *Pedagogy of the oppressed*. New York: Seabury.

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