MHC 5420: SOCIAL JUSTICE AND ADVOCACY ISSUES IN COUNSELING
SEMESTER

Instructor: 
Office: 
Phone: 
E-mail: 
Office Hours: 
Class Room: 
Class Dates: 
Class Times: 
Website: 

Note: The Instructor will add the above information each semester.

Catalog Description, Credit Hours and Prerequisites of Course:
This course will follow an experiential/lecture format to explore issues that may arise in organizational settings requiring a social justice analysis and advocacy approach (e.g., racism, sexism, heterosexism, and classism). The theory, research, and practice on social justice and advocacy issues in organizational settings will be reviewed from a multidisciplinary perspective. Ethical and legal issues (e.g., confidentiality, informed consent, boundaries, competence) that are unique to advocacy and work in organizational settings will be covered. The course will emphasize leadership for equity, social justice, and advocacy in counseling with underrepresented and oppressed populations. (3)

Prerequisite: Graduate Standing and Permission of the Instructor.

Required Texts:
Specific textbook(s) will be selected by the course instructor.

Supplementary Readings:
You will be responsible for any additional notes, articles, or book chapters that are assigned as additional readings.
Course Objectives:

1. Familiarize students with social change theory and advocacy as related to individual and systemic oppression, prejudice, privilege, and discrimination of diverse populations and communities.
2. Familiarize students with the role of social justice and advocacy within the counseling profession.
3. Familiarize students with multiple levels of counselor intervention related to social justice and advocacy.
4. Facilitate student development of strategies for consultation, supervision, needs assessment, program evaluation, and counseling practice related to social justice and advocacy.

Course Outline:

1. Introduction to social justice and advocacy
   a. Definition of social justice and advocacy
   b. Relationship to the counseling profession
   c. The role of the counselor within social justice and advocacy
   d. Counselor self-awareness
2. Ethics and social justice and advocacy
3. History of social justice and advocacy work in the counseling professions
4. Multicultural considerations and social justice and advocacy
   a. Privilege, power, oppression, discrimination
   b. Historical and current allocation of resources
      i. Housing discrimination
      ii. Community housing
      iii. Social support systems
   c. Healthcare systems and under-resourced populations
5. Social change theory
6. Becoming a social change agent
   a. Mapping social capital
   b. Working within systems while advocating for change
   c. Navigating systems
7. Social justice and advocacy within specific contexts
   a. Community
      i. Entering a community
      ii. Honoring community narratives and experiences
      iii. Working with and working for
   b. Higher education
      i. Navigating academia
      ii. Understanding power and hierarchy
   c. Institutions
      i. Clinics
      ii. Hospitals
8. Maintaining social change

**Course Schedule**
Note: The specific course schedule will be added each semester by the instructor.

**Methods of instruction**
The instructor will utilize a combination of:
- Classroom lectures and discussions
- Classroom experiential exercises
- Web-assisted instructions and tests/exams

**Grading:**
Grades will be assigned on the basis of:
- A. Written examinations (20%)
- C. Written evaluation of Case Studies (20%)
- D. Presentation of interventions (30%)
- E. Graduate quality research paper (30%)

**Grading Policy**
The following grading system is used in the Graduate Programs at Molloy College:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Quality</th>
<th>Point Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0–100</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td>90.0–92.9</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>87.0–89.9</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>83.0–86.9</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>80.0–82.9</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C+</td>
<td>77.0–79.9</td>
<td>Not accepted for credit toward degree requirements.</td>
</tr>
<tr>
<td>C</td>
<td>73.0–76.9</td>
<td>Not accepted for credit toward degree requirements.</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
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</tbody>
</table>

Lowest acceptable grade.

Please refer to Molloy College Graduate Course Catalogue for further grading details.

**Course Requirements:**

**Reading Assignments:**
Lectures and supplementary material will also be posted online. Students are expected to complete all assigned readings and assignments before class meetings. This course requires an unusually large amount of reading. Students need to budget their weekly reading time for this course accordingly.

**Examinations:**
There will be written exams to evaluate the student’s grasp of the material. Exams will be based on required readings from books, articles, and lecture materials. All exams will be announced; therefore, it will be the student’s responsibility to be present. Makeup exams, including their content and style, will be at the discretion of the professor.

**Examinations:**
Students will complete examinations throughout the semester. Further instructions will be given in class.

**Written evaluation of Case Studies:**
Students will write up a case study based on social justice and advocacy results of a sample client supplied by the instructor. Further instructions will be given in class.

**Presentation of intervention:**
Students will present their case study in a professional manner in a PowerPoint slide presentation. Further instructions will be given in class.

**Graduate quality research paper:**
Students will write a term paper on a selected topic related to the social justice and advocacy. Further instructions will be given in class.

**Note:** Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment information and grading procedure in this section in the specific course syllabus handed out at the beginning of each semester.

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**Course Expectations**

**Academic Honesty**
The college maintains and affirms a strong policy of academic honesty. Academic integrity is the responsibility of the entire Molloy College community. Members of the academic community have a duty neither to cheat nor condone cheating, fabrication, plagiarism, or facilitation of academic dishonesty. Academic infractions are subject to disciplinary action as described in the Student Handbook.

**Academic Writing**
Students are expected to write in a professional and clear manner. Some assignments must be written in accordance with the APA Publication Manual (6th edition). Specific APA requirements will be outlined within each assignment. Please refer to the APA Publication Manual for additional information regarding writing in APA style. Students may also seek writing support at the Molloy College Writing Center.

**Attendance**
As stated in the college catalogue, “students are expected to attend classes regularly and punctually.” It is the accepted practice at Molloy College that faculty take attendance in all courses. Students should notify faculty if an absence if necessary as the result of a serious situation. Failure to attend class for two (2) consecutive weeks at any point in the
semester, without notification of extenuating circumstances, will result in an administrative withdrawal from the course. Administrative withdrawal results in removal from the course with a grade of "WA" or "WF" determined by the point in the term and the academic performance. Students should consult the College catalog for complete details regarding withdrawals and the potential financial implications of a withdrawal.

Civility, Respect, and Sensitivity in the Classroom
We will be dealing with a number of sensitive issues in this class. All of us are responsible for creating an environment in which we feel comfortable and respected, and one to which we can all contribute. Confidentiality is of the utmost importance when dealing with sensitive matters. It is essential that all of us are respectful of each other, even when we disagree, so that a healthy discourse can unfold.

Molloy College strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, and differentiate values. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. We need to foster a safe educational experience in which there is a shared sense of respect among and between the students, the instructor and various points of view.

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked to do the following: 1) turn off all cell phones before class; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g., popping gum, noisy eating, excessively pungent foods); 4) minimize side conversations, and; 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

Communicating across the Curriculum Requirement
This requirement is met as the course encompasses all areas of the language arts through the achievement of its objectives, both stated and implied. The course engages students to read, write, listen, and speak through opportunities embedded in various class assignments. See “Grading” section for specific breakdown for this course.

Counselor Dispositions
The counselor dispositions are assessed and guided by the counselor education framework. Students in the MS in CMHC program at Molloy College are assessed by following the beliefs and attitudes related to the areas of competence, reflection and caring. As students progress through the program they will be assessed on the major areas in counselor education stemming from these core principles. All students are expected to exhibit the professional dispositions outlined by the ACA Code of Ethics (2014). This includes, but is not limited to, being in class on time, accepting feedback, conducting oneself professionally and ethically, and maintaining confidentiality. Students who do not uphold these dispositions will lose points for this course and will be encouraged to meet with their instructor and program director. See Student Handbook for further details.

Late Assignments
Assignment due dates are clearly indicated in this syllabus. Students are expected to submit assignments on time. Failure to submit assignments by their due date may result in a significant point deductions or a failing grade for the assignment. If extenuating circumstances arise, be sure to speak to the instructor as soon as possible and before the due date of the assignment.

**Students with Disabilities Statement**
If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the Office of Disability Support Services. It is located in the Casey Building, Room 011. This should be done as early as possible in the semester so that appropriate accommodations may be implemented as soon as possible. Contact: Cari Rose-Tomo, MS, Coordinator, phone: 516.323.3315 and email: crosetomo@molloy.edu or dss@molloy.edu. Please note, no accommodations can be provided without coordination and documentation from the Office of Disability Support Services.

**Technology**
Technology is ubiquitous within education. Throughout the semester, technology is likely to be used within and outside of the classroom. However, the use of technology for purposes other than explicit course content during class time is strictly prohibited. This can include but is not limited to using cellphones, tablets, or computers and laptops.

**MHC 542 - Homework Assignments and Related Instructional Activities:**
The requirements of this course include participation in classroom activities, as well as reading to prepare for class discussions, research, and out of class activities. Please note, these are estimates and some students may require more time.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Estimated Time (minutes)</th>
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<tbody>
<tr>
<td>Readings</td>
<td>Read assigned material to prepare for class lectures</td>
<td>1800</td>
</tr>
<tr>
<td>Exams</td>
<td>Study and prepare for exams</td>
<td>1200</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Study and prepare for quizzes</td>
<td></td>
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<tr>
<td>Additional Activities:</td>
<td></td>
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<tr>
<td>Social justice project</td>
<td>Develop and present a social justice project; collaborate with community members on needs assessment</td>
<td>2000</td>
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<tr>
<td>Total</td>
<td></td>
<td>5,000</td>
</tr>
<tr>
<td>DATE</td>
<td>TOPIC</td>
<td>ASSIGNMENTS DUE*</td>
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<tr>
<td>Class 1</td>
<td>Introduction to course; syllabus review</td>
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<tr>
<td>Class 2</td>
<td>Introduction to social justice and advocacy</td>
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<tr>
<td>Class 3</td>
<td>Counseling, social justice, and advocacy</td>
<td></td>
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<tr>
<td>Class 4</td>
<td>Ethics and social justice and advocacy</td>
<td></td>
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<tr>
<td>Class 5</td>
<td>History of social justice and advocacy</td>
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<tr>
<td>Class 6</td>
<td>Multicultural considerations and social justice and advocacy</td>
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<tr>
<td>Class 7</td>
<td>Social change theory</td>
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<td>Class 8</td>
<td>Mid-semester exam/project</td>
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<tr>
<td>Class 9</td>
<td>Becoming a social change agent</td>
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<td>Class 10</td>
<td>Navigating systems and needs assessments</td>
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<tr>
<td>Class 11</td>
<td>Social justice and advocacy within the community</td>
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<tr>
<td>Class 12</td>
<td>Social justice and advocacy within higher education</td>
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<tr>
<td>Class 13</td>
<td>Social justice and advocacy within institutions</td>
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<tr>
<td>Class 14</td>
<td>Maintaining social change</td>
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<tr>
<td>Class 15</td>
<td>Final exam/project</td>
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*In addition to the readings herein, please refer to CANVAS for additional and supplementary readings and content.