

COLLEGE OF EDUCATION
Seattle University

Definitions of Social Justice

“Social justice is defined as awareness of systemic oppression plus

to ensure that all clients have equitable access to resources, opportunities, and life outcomes that are enjoyed by members of the dominant society (Sue & Sue, 2013). (Dollahide, Hale, & Sabali, 2020, p. 104)

“Social justice means people from all identity groups have the same rights, opportunities, access to resources, and benefits. It acknowledges that historical inequalities exist and must be addressed and remedied through specific measures including advocacy to confront discrimination, oppression, and institutional inequalities, with a recognition that this process should be participatory, collaborative, inclusive of difference, and affirming of personal agency.”

Ash, 2020 (<https://socialwork.du.edu/news/defining-social-justice>)

COURSE INSTRUCTIONAL METHODS

This course is designed to include a variety of instructional methods which appeal to different learning styles. These instructional methods include in-class discussions, oral presentations, role playing, small group work, videos, and written assignments.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Course Requirements:

A. Assignments

Assignment	CACREP Standard	Points Possible
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Class Attendance and Participation: Reading, discussing, integrating ideas and information are central to this course. Students are expected to

Assignment	CACREP Standard	Points Possible
Final Paper Summative Assignment Students will complete a paper designed to help make connections between course content, personal experiences, and current research in the field. The rubric for the assignment is posted below. See the course schedule for time/date.	E, F2 & F3	30 points total
Total Points Possible		100

Instructor note: Please be mindful of target/maximum length of your papers. They refer to text only and do not include the reference sections. Depth (target length) is an important component. At the same time, please do not exceed the maximum length. In fairness to all, I stop my evaluation of the content of a paper at the maximum-page length.

Attendance and participation

Due to the experiential nature of counseling courses attendance is required for all classes. Attendance is critical because students depend on each other for observation, feedback and consultation. In-classroom activities and instructor necessarily contribute to the learning objectives of the respective courses. Students who miss two classes in a course will be required to repeat the course. Repeating a course may be done on time, staying for the duration of the class, and remaining focused on the class during each class session.

Participation means preparing for class by reading the required texts/materials, entering into class discussion with informed and relevant comments or questions, and participating in class activities. Students who rarely or never participate in class discussions or activities will receive a grade reduction on attendance.

Assignment: Exercise and Essays

Directions will be posted in Canvas. The rubric for this assignment can be found at the end of the syllabus.

The rubric for this

Assignment: Final Paper Summative Assignment

The Final Paper Reflection summative assignment is used to determine student knowledge and skills in Human Growth and Development CACREP core area. Students who fail a summative assignment (receive a rating scale of 2 or below) are required to meet with the issuing faculty. Such students are either placed on a developmental plan or dismissed from the program.

Final Reflection Paper Assignment and Rubric

Assignment You will complete a five-page (maximum/target length - this does not include references) paper that is designed to help you reflect on the connections between course content, your personal experiences, and your Developmental Service Learning Project.

Due Date

Guidelines: Use correct APA format writing your paper including headings, margins, and language that reduces bias. Utilize and cite references from your text, class lectures, and other articles to support your statements. In a paper reflective of graduate level writing, consider the following questions:

1. Of the developmental concepts we have studied in the second half of the quarter, what are two that have really stood out for you? Describe them.
2. Consider your personal experiences and development in light of these. Have the content in the book and lectures in class been consistent or inconsistent with your personal experiences related concepts?
3. How do these concepts apply/not apply for the people you work with at your internship site?
4. What is your definition of social justice within a counseling context? What do you think are the important characteristics or skills a counselor who uses a social justice lens demonstrates? What need to do to develop or hone these skills from this point?

Grading Criterion	Points Available	Points Awarded
Question 1 -Accurate description of concepts -Relevant and accurate use of reference to support points	5	
Question 2 -Thoughtful analysis of concepts in light of own experiences -Description of consistencies/inconsistencies between concepts with own experiences	5	
Question 3 -Thoughtful analysis of concepts in the light of experience at SL site -Description of consistencies/inconsistencies between experiences at SL site and class content	5	
Question 4 -Personal definition of SJ in practice		

Participation, Attendance, and Late Work:

You are a graduate student training to be a professional counselor. The faculty will evaluate your readiness to enter the profession through your interactions in the program during your time with us. As a result, you are expected to demonstrate to program faculty your professionalism and your ability to attend to career responsibilities. These qualities are demonstrated, in part, through your attendance and participation in class sessions.

Professional Counselor Dispositions

commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the professional counselor

ethical, professional, and if they promote multiculturalism and social justice:

1. **Self-Expression** Expresses self effectively and appropriately
2. **Listening** Listens to others
3. **Cooperativeness** Cooperates with others
4. **Feedback** Able to receive and integrate feedback
5. **Respect** Demonstrates respect for others in a judgmental way.
6. **Self-awareness** Awareness of own impact on others
7. **Conflict** Appropriately handles conflict with others
8. **Personal responsibility** Takes personal responsibility
9. **Professionalism** Attitudes and behaviors are professional and align with the ACA Code of Ethics
10. **Motivation** Takes initiative to complete tasks
11. **Multiculturalism**: Accepting of social and cultural diversity
12. **Social Justice** Attitudes and behaviors promote a just world

Device Usage Policy:

To participate in this class students will use a device. To demonstrate respect for classmates, the instructor, and the learning environment, devices outside of the computer you are using to participate are expected to be silenced during class and activity time. No device usage, including texting, is permitted during class time. If you are in an emergency situation and may need to use your cell phone during class time, let the instructor know before class begins.

Using your devices for other tasks (Facebook, email, etc.) during class is disrespectful to classmates and to the professor and is considered unprofessional behavior. Please use computers only for appropriate class tasks. Please make sure your devices are muted when appropriate.

Zoom Behavior Policy:

speaks when will emerge, however it is expected that overall students not talk over each other for any lag as needed in conversation, and work to equitably distribute time in conversations. As an instructor view student participant as essential to any class, online or in person, and want to encourage students how they ~~be~~ can engage in the online format.

Attendance and participation in this class is required. I understand life happens outside of class and issues with Internet may arise. Please inform me as soon as you know you will miss class through email or my phone number. You are expected to attend to every class. *Missing two or more classes will result in an "F" in the course*

It is expected that students will come to class having completed readings and assignments, Canvas discussion posts (noted for every week though), and ready to participate in discussion. You will be held accountable for the information in the texts whether it is discussed in class or not. Absence does not excuse student from the responsibility of completing all assignments to the due date, or for material presented in missed class session. Furthermore, students are expected to be fully present during class, just as you would be fully present for your students and clients in the future. Therefore, please reserve the right of receiving of

than competent in your counseling in the process of becoming a strong asset to our field. I value your questions, input, and humor throughout this course. For dialogue, everyone (including me) has the opportunity to grow and learn.

Course policies and guidelines

I realize that social connection is important at this time, and continued flexibility may be important the period of this course.

1. Attendance and participation are expected.
2. Some assignments and roleplays may be introspective in nature; that is, they are designed for you to apply course materials to yourselves as a way for you to refine your counselor identity. In doing so, please do not believe that you are required to discuss matters that are personal. Only share what you would like
3. Assignments submitted late will have points deducted on the following basis: 1-5 hours late=5 points; 6-12 hours late=1 point; 13-24 hours late=2 points; and 25-48 hours late=3 points. For each 24-hour increment after 48 hours, two additional points will be deducted.

Assignments are due by the respective date/time even when the student is absent from class. This policy applies in this situation.

Extensions on assignments will be considered in times when a) a student is in the hospital or b) a serious illness has occurred in the family/close loved one. Only one extension is permitted. The request for an extension must come before the due time/date of the assignment. Extensions made after the assignment is due will not be considered. If more than one extension is requested, I encourage students to consult with their Advisor about possible course withdrawal.

Please note that extensions not granted for quizzes.

4. Questions are honored from everyone.
5. Out of fairness to all students, selective extra credit assignments will not be permitted.
6. Those who receive a "C" or below on any assignment are encouraged to talk with me about ways to improve remaining assignments.
7. It is incumbent on students in the course to understand academic integrity regarding assignments. Please see [this webpage](#) for more information.

8. Take care of yourself. This point of encouragement also applies to you as a trainee. The Counseling and Psychological Services website for Seattle University can be found at <https://www.seattleu.edu/caps/>

9. Participants are expected to maintain confidentiality of any client-related information discussed in class. Also, when a class member describes personal experiences or perspectives, either in class or on a discussion board, the other members of the class are expected to keep such disclosures private within the class. Each student is responsible for treating classmates with integrity and respect.

10. Please be sure to view/listen to Canvas activities individually.

11. Please be aware that this class may be recorded at times and all uses of said recordings are limited to academic purposes for this class only.

12 As you likely know, your professional and personal development throughout this graduate program is of great importance to the faculty. I hope that I can be of help to you in this process, and I will be glad to provide feedback along this journey. I hope that you are open to this.

13 I reserve the right to change this syllabus during the quarter (only) and to share changes with you.

14. The [webpage](#) for Information Technology Services [also](#) be helpful.

15. Please be aware that, given my gatekeeping role, communication (both oral and written) with students is confidential.

16 Students should take careful note of drop and withdrawal dates if they choose not to take this

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- Keegan, R. J., Biddle, S. H., & Lavallee, D. E. (2010). It's not how you are, it's where you're at in life: Application of a lifespan framework to physical activity in examining community and environmental interventions. *Sport & Exercise Psychology Review*, 6(1), 19-34.
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- McDonald, A., Kelly, K. C., & Donahue, K. P. (2018). The Sexual Identity Timeline: A reflection tool for developing competence in counseling. *Journal of Creativity in Mental Health*, 13(2), 243-253.
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- Richmond-Frank, S. (2015). Because "Mama" said so: A counselor

D. Schedule of Course Activities

Class/Date	Topics	
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Class/Date	Topics	Readings	CACREP Standard	Evaluation Method & Assignments [Note: All due times are PST.]
				4:00pm on May 25
#10 6/1/2	Oldest-old Elderhood Wellness throughout the lifespan	Chapter 13 See Canvas for supplemental required content	E, F2 & F3	Quiz #4 (5 points) on chapter 13 by 4:00pm on June 1

Academic Policies

Seattle University Academic Policies and Forms

Applicable academic policies can be found at the following link: www.seattleu.edu/redhawk-service-center/academic-policies/ Relevant forms can be found at the following link: <https://www.seattleu.edu/redhawk-service-center/forms/>

Support for Students with Disabilities

(disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and accommodations through [Disability Services](mailto:Disability.Services@seattleu.edu) located in Loyola 100, (206) 524-2400, Disability.Services@seattleu.edu.

Disabilities Act (ADA) Coordinator and provides supports in the accommodations process.

Support for Religious Accommodations

The [Policy on Religious Accommodations for Students](#) and associated FAQ and request form govern reasonable accommodations for students who, due to the observance of religious holidays, are absent or endure a significant hardship on certain days of their academic course or program.

Seattle University Academic Integrity Policy

Academic dishonesty in any form is a serious offense against the academic community and is addressed according to the [Academic Integrity Policy](#). The [Academic Integrity Tutorial](#) is a learning aid.

Academic Grading Grievance Policy

Student Resources

Library, Research, & McGoldrick Learning Commons Resources

- [Lemieux Library](#) provides research services, technology, and spaces that support learning. The [McGoldrick Learning Commons](#) includes a variety of learning assistance programs.
- [College of Education Student Resources Webpage](#) provides information pertinent to academic advising, COE policies and forms, registration and waitlists, student life, career services, and and complaints.
- [Campus Ministry](#) supports the religious and spiritual lives of students through daily Mass, regular ecumenical Christian worship services, and opportunities for dialogue and service.
- [Commuter](#) 1 0 0 1 72.024 586.54 Tm 0 g 0 G [1e6 ET Q q 0.00000912 0 612 792

Rubrics for assignments

	Average/poor	Good/Very good	Excellent
Exercise	3.9 and below	4-4.4	4.55

No integration is evident;
Inadequate depth (1/2 page or more shorter than target length); Course material is not integrated at all
integrated to a minimal level;
Several (5+) writing related/APA style errors are evident
Less than