I. Course Description

The purpose of this course is to provide a student-directed experience to encourage active participation in the ongoing process of counselor education. The seminar is designed to foster professional identity and leadership/service to the counseling profession, insure that students are informed about current developments within the counseling profession, and assist students in integrating various aspects of the doctoral program. Professional, ethical and social advocacy issues also are addressed throughout this seminar.

II. Course Objectives & CACREP Doctoral Standards

By the end of the course, students will be able to know, understand, and/or demonstrate competency in the following areas:

LEADERSHIP AND ADVOCACY
a. theories and skills of leadership
b. leadership and leadership development in professional organization
c. leadership in counselor education programs
d. knowledge of accreditation standards and processes
e. leadership, management, and administration in counseling organizations and other institutions
f. leadership roles and strategies for responding to crises and disasters
g. strategies of leadership in consultation
h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
i. role of counselors and counselor educators advocating on behalf of the profession and professional identity
j. models and competencies for advocating for clients at the individual, system, and policy levels
k. strategies of leadership in relation to current multicultural and social justice issues
l. ethical and culturally relevant leadership and advocacy practices
### COURSE CACREP STANDARDS and KPI CHART

<table>
<thead>
<tr>
<th>CACREP STANDARDS INCLUDED IN THIS COURSE</th>
<th>5.a.</th>
<th>5.b.</th>
<th>5.c.</th>
<th>5.d.</th>
<th>5.e.</th>
<th>5.f.</th>
<th>5.g.</th>
<th>5.h.</th>
<th>5.i.</th>
<th>5.j.</th>
<th>5.k.</th>
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<tr>
<td>Overall Standards</td>
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<tr>
<td><strong>KPI5 Leadership &amp; Advocacy:</strong> Knowledge and skills for effective leadership and advocacy. <strong>KPI Assignment:</strong> Advocacy in Action <strong>KPI5= I</strong></td>
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<td>Assignment: Leadership</td>
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<tr>
<td>Assignment: Advocacy &amp; Professional Counseling Educator Identity</td>
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Level of KPI indicated by: I = Introductory; R= Reinforcement; M= Mastery

| KPI5 Leadership & Advocacy: Knowledge and skills for effective leadership and advocacy. Demonstrates sufficient knowledge and skills to be effective in advocacy and leadership in the counseling profession. | Does not meet expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession. | Is approaching expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession. | Meets expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession. | Surpasses expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession. |

### III. Required Texts


Professional Counseling Excellence through Leadership and Advocacy, by Chang, Barrio Minton, Dixon, Myers, & Sweeney (Eds.). Available through Routledge. (NOTE: This will be quite helpful as you move through the doctoral program and as you prepare yourself for the profession). [http://www.routledgementalhealth.com/professional-counseling-excellence-through-leadership-and-advocacy-9780415890724](http://www.routledgementalhealth.com/professional-counseling-excellence-through-leadership-and-advocacy-9780415890724)
Required Reading:

The following readings will be used during this course. I suggest you print or download them prior to class beginning:

a. The 2014 ACA Code of Ethics (most easily found at: http://www.counseling.org/Resources/aca-code-of-ethics.pdf);
d. Advocacy for counseling and counselors: A professional imperative (Myers, Sweeny, & White, 2002);
e. Leadership and the profession of counseling: Beliefs and practices (West, Bubenzer, Osborn, Paez, & Desmond, 2006);
f. Bringing advocacy counseling to life: The history, issues, and human dramas of social justice work in counseling (Kiselica and Robinson, 2001);
g. Social justice: A national imperative for counselor education and supervision (Chang, Crethar, & Ratts, 2010).
h. Six additional articles will available for you in Canvas.
i. All articles/readings will be connected to specific Canvas modules that you’ll complete prior to particular class meetings.

V. Course Format

1. **Regular Class Structure** Every class session will be structured in a similar manner and will include a combination of experiential learning, lecture, discussion, and reading. The standards of preparation and contribution to the overall discussion are significantly high for doctoral students and your full engagement in the co-creation of this experience is expected. We will have quite a few guests via Skype (or a similar web platform). It is your responsibility to prepare for those meetings by researching the background of the guests to the extent possible. Have questions prepared and be prepared to share some thoughts about what they have shared with you during our time.

2. **Class Participation and Student Conduct** Each student is expected to attend ALL class meetings. If you feel that there are circumstances that will inhibit your ability to be fully present for this class, please let us know as soon as the situation arises, so that we can coordinate with you taking the course at a time when you can be successful.

Cell phone use, texting, and use of the internet will not be allowed during class. The following consequences of will occur if you choose to engage in disruptive behavior: (a) first we will ask you, privately, to stop, and (b) second, you will be dismissed for the remainder of the class.
We prefer students not use laptops during classes. While you may be perfectly responsible in the use of your laptop for note-taking, it is shown that even the use of one laptop in a class creates what is referred to as a “cone of distraction” for those in the vicinity.

The course is designed to be student-centered which means active participation is critical. It is expected that all students will come to class prepared. This also means completing all assigned readings before coming to class.

**Expectations for Class Participation:** As your instructor I expect “Excellent Participation” as defined below. Poor participation will not be tolerated and students will be dismissed for the remainder of the class.

<table>
<thead>
<tr>
<th>Excellent Participation</th>
<th>Average Participation</th>
<th>Poor Participation</th>
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<tbody>
<tr>
<td>Contributions in the class that indicate one has read and is up to date in counseling theories/skills, leads discussion, offers pertinent and succinct information without dominating the conversation, invites others in the class to participate in the discussion, and is open to sharing how one is affected by his/her profession.</td>
<td>Reacts to the contributions of others, responds when called upon by the instructor or peers, shows that one is following the class discussions yet does not contribute often and does not lead conversations.</td>
<td>Absent and/or disregard and disrespect for peers and the instructor. This also includes non-verbal relational aggression (e.g., eye rolling).</td>
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</table>

**Display of Professionalism:** Licensure as a Professional Counselor carries with it a great deal of responsibility. Whether a counselor is helpful, ineffective, or even harmful pertains primarily to issues of competence and professionalism. It is assumed that a counseling student’s behavior in class is generally an indicator of his or her future behavior as a counselor. Thus, students are appraised based on professionalism displayed during class. Counseling students display professionalism, and build competence by arriving on time for class, by engaging fully in class lectures and activities, and by demonstrating professional attitudes, and professional character. These factors are evaluated based on one’s ability to convey warmth, genuineness, respect, and empathy in interactions with classmates, and the instructor. Students need to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately.

**VI. Course Requirements**

1. Given the amount of learning involved in class, your attendance is critical to successful completion of the course;
2. Actively participate in weekly discussions, activities, and course assignments;
3. Act and present yourself in a professional manner;
4. Complete all indicated readings and written assignments;
5. Actively and openly communicate so that we can make this course a learning experience for all of us.
VII. Grading
The grade you receive for each assignment, and for the course, is the grade you earn. In order to pass this course, **all assignments must be completed in alignment with the guidelines below.** If you have questions about grading, you must see the course instructor as your questions arise; not after you have handed in your work or earned your grade. **All assignments are due at the beginning of class in hard copy. Assignments that exceed the page limit will not be graded. Electronic documents and documents that have been slid under my office door will not be accepted.**

Written Work
All **written work must be typed and follow APA format.** Every document you submit needs to include a title page. Graduate level work needs to be typed double-spaced on one side of a page. **Assignments that do not follow this established criterion will be given back to the student to do again.**

Writing style should be formal, without use of contractions, slang, or abbreviations. The guide for the style is the *Publication Manual of the American Psychological Association, (6th ed.). You may visit* for more information. Be sure to carefully proofread all work before submitting it for evaluation. Students are expected to display good writing skills in all written work. You will be given a grading rubric for each assignment at least two weeks before the deadline.

Late Assignments
Assignments will be penalized ten (10) points for each late day. Assignments will not be accepted after five (5) days and will average as a “zero.” Students can view assignment due dates in the syllabus itinerary, as well as the course website.

VIII. Assignments

**Assignment Overview**

<table>
<thead>
<tr>
<th>Key Performance Indicator [KPI]: Advocacy in Action (I)</th>
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<tr>
<td>a. Students will identify a current issue relating to counseling and/or counselor training. Previous examples have included the review of the proposed changes to the ACA Code of Ethics as well as the proposed revisions to the CACREP standards and posting of comments and reflections within the call for comments. This should be an issue you can clearly identify as timely, significant, and one that is available for taking action at this time. (B.5.h)</td>
</tr>
<tr>
<td>b. Students will present the issue and the opportunity for action within class. You will work together to determine steps based on Lee's (2007) five personal action steps. This process invites you to reflect on various cultural and personal beliefs in order to emerge from the process with a more culturally sensitive and competent view of the issue. Once appropriate and achievable steps have been identified, you will work together to put “Advocacy into Action”. (B.5.k. and B.5.l).</td>
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Sturm
c. A reflection paper that includes evidence of the steps taken (or the hypothetical steps that are proposed) and any responses will be submitted as part of your course portfolio.

Leadership

a. You will write a 3-5 page reflection on your personal definition and philosophy of leadership and advocacy as we begin this course. This reflection must include a brief review of the current literature on leadership and advocacy.

b. You will interview someone (via face to face or via Skype) who you have discovered to be a leader in the counseling profession. Identify this person through their work on specific issues, scholarship, advocacy, or leadership that aligns with a particular area of interest for you. **This should NOT be someone you know.** Write a 5-7 page summary of the interview including a rationale for your choice, a brief bio of the individual, their particular area of specialty, how you prepared for the interview as well as your personal reaction to that interview. Include the questions that you prepared for the interview. Consideration should be given to their leadership development through professional organizations, through their university systems, through mentoring or consultation, personal growth and reflection, as well as how they see themselves as advocates in the daily work of counseling or counselor education. How did the interview support or challenge your definition of leadership and also your understanding of the skills necessary to be a good leader? What did you learn from this interview that will make you a better leader?

c. Based on your developing philosophy of leadership, the literature reviewed in this course, your interview of a leader, as well as the guests we have met so far, develop your own **personal action plan** for leadership. This can include current as well as future leadership endeavors. In your action plan, include **action steps** for accomplishing those leadership goals as well as the skills that you have that will make you an effective leader. Provide a brief summary of your philosophy of leadership along with your plan of action. This should include thoughtful reflection and scholarly references to the following:

- Theories and skills of leadership (B. 5. a);
- Leadership and leadership development in professional organizations (B.5.b);
- Leadership in counselor education programs: (B. 5. c);
- Current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession (B. 5. h);
- The role of counselors and counselor educators advocating on behalf of the profession and professional identity (B.5.i);
- Strategies for leadership in relation to current multicultural and social justice issues (B.5.k).
a. The work of a counselor educator covers many different domains – often at the same time. Throughout this course, we have met several counselor educators and reflected on the role of a counselor educator within the broader profession, as a trainer for new counselors, a researcher, and a leader. In 4-6 pages, reflect on the following, supporting your reflections with research, quotes or lessons learned from our guests, as well as independent inquiry:

The role of a counselor educator with regard to leadership, management, and administration of counseling organizations (such as ACA, CSI, state chapters, etc.) as well as their role in institutions such as universities (program, department, or campus) or such as CACREP (B.5.e)

The ways in which counselor educators prepare for (or prepare students for) responding to crises or disasters on a broader national scale or a smaller but still significant systems scale (B.5.f);

How counselor educators utilize consultation to develop and strengthen leadership competency and effectiveness in areas of research, teaching, or as a professional counselor (B.5.g);

b. Using the ACA Advocacy Competencies, develop class lessons or activities representing each of the competencies. You may choose from any of the eight core subject areas: Assessment, Research, Development, Theories, Techniques, Career, Multicultural, Group or from one of the two main areas of study: Clinical Mental Health Counseling or School Counseling. Core subject areas will be decided by the group. Collaboration on ideas is perfectly acceptable but the final product should be your own work. (B.5.d)

Format should include:
1. Competency Addressed;
2. Core Subject Area;
3. Specific Topic Being Addressed;
4. Purpose of lesson;
5. Materials needed and other considerations;
6. Detailed instructions;
7. Processing questions.

Participation

As with all doctoral level classes, your attendance and participation is critical not only to your learning but to the learning of everyone in the course. Doctoral studies are highly student centered and student influenced. There is a good amount of outside reading to help fuel in-class discussions and generate some great wonderings. All of the assignments are designed also as great opportunities for in-class and out-of-class discussions. Look to yourselves and to each other to get the most possible out of this experience.

*One of the goals of this class is to help you begin to develop a solid professional portfolio. Familiarize yourself with Weebly, WordPress or any other online portfolio or website programs as one of your deliverables will be an online portfolio that will be useful in other classes as you move forward. You may use a Weebly for your
assignments. Just be sure to upload the url to each of the assignments in Canvas.

University and Department Policy

Academic Honesty:
Making references to the work of others strengthens your own work by granting you greater authority and by showing that you are part of a discussion located within an intellectual community. When you make references to the ideas of others, it is essential to provide proper attribution and citation. Failing to do so is considered academically dishonest, as is copying or paraphrasing someone else’s work. The consequences of such behavior could range from failure on an assignment to failure in the course to dismissal from the University.

Because the disciplines of the Humanities value collaborative work, you will be encouraged to share ideas and to include the ideas of others in our papers. Please ask if you are in doubt about the use of a citation. Honest mistakes can always be corrected or prevented.

The JMU Honor Code is available from the Honor Council Web site: .

Inclement Weather:
This class will follow the JMU inclement weather policy, which states “For the safety and well-being of its students and employees, the university may close or limit its services based on inclement weather or other emergencies.” If the decision to close is made, appropriate notification will be made on:

- JMU Weather Line 540-433-5300
The inclement weather policy can be found in its entirety at http://www.jmu.edu/JMUpolicy/1309.shtml

If you have special commuting needs, please contact me at  to discuss.

**Disability Accommodations**

If you need an accommodation based on the impact of a disability, you should contact the Office of Disability Services (Wilson Hall, Room 107, 540-568-6705) if you have not previously done so. Disability Services will provide you with an Access Plan Letter that will verify your need for services and make recommendations for accommodations to be used in the classroom. Once you have presented me with this letter, you and I will sit down and review the course requirements, your disability characteristics, and your requested accommodations to develop an individualized plan, appropriate for this course.

JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107 and you may call 540-568-6705 for more information.

**Religious Observation Accommodations**

All faculty are required to give reasonable and appropriate accommodations to students requesting them on grounds of religious observation. The faculty member determines what accommodations are appropriate for his/her course. Students should notify the faculty by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity.
# Tentative Schedule

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<tr>
<th>Date</th>
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<th>Time</th>
<th>Topic</th>
<th>Reading</th>
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</table>
| June 21    | Thursday  | 9:30-12       | Professional Identity                                                | READING:  
1. Leaders & Legacies Part I; Read 3 stories in Part II.  
2. West, Bubenzer, Osborn, Paez, & Desmond (2006) article;  
3. Two articles on identity development by Gibson, et al.  
4. Read Lawson article on accreditation prior to his visit;  
5. The “developing a unified professional identity” article. |
| June 21-July 5 |          |               | Complete Module 1 on Canvas: Leadership Identity and Leadership Identity Development |                                                                                                                                                                                                       |
| July 5     | Thursday  | 9:30-12 12:30-3:00 | Leadership Identity Development Leadership in Counselor Education Begin Advocacy in Action Module |                                                                                                                                                                                                       |
| July 5-12  |          |               | Complete Module 2 on Canvas: Advocacy in Action; Advocacy Competencies |                                                                                                                                                                                                       |
| July 12    | Thursday  | 9:30-12 12:30-3:00 | Advocacy in Action Class Activities Interviews with Advocates Work through Advocacy Competencies |                                                                                                                                                                                                       |
| July 12-19 |          |               | Complete Module 3 on Canvas: Advocacy & Professional Counselor Educator Identity |                                                                                                                                                                                                       |
GOAL: Completion and Submission of Leadership assignments.                                                                                                                                                                                                 |
| July 26    | Thursday  | No Class      | Modules and Assignments Due Via Canvas                               |                                                                                                                                                                                                       |
| July 17 | Monday | 9:30-12 | Advocacy in Action  
Guest: TBD | READING:  
a. Professional Counseling Excellence through Leadership and Advocacy, by Chang, Barrio Minton, Dixon, Myers, & Sweeney (Eds.);  
b. Social justice: A moral imperative for counselors (Lee, 2007)  
c. Advocacy for counseling and counselors: A professional imperative (Myers, Sweeney, & White, 2002);  
d. Bringing advocacy counseling to life: The history, issues, and human dramas of social justice work in counseling (Kiselica and Robinson, 2001);  
e. Social justice: A national imperative for counselor education and supervision (Chang, Crethar, & Ratts, 2010). |
| July 18 | Tuesday | 9:30-12 | Advocacy Competencies (Clients)  
Guest: TBD | READING:  
1. Growing Leaders article;  
2. The Content and Process of Counseling |
<p>| July 24 | Monday | 9:30-12 | Advocacy Competencies |  |</p>
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<tr>
<th>Date</th>
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<th>Topic</th>
<th>Instructor Notes</th>
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<tbody>
<tr>
<td>July 25</td>
<td>Tuesday</td>
<td>9:30-12</td>
<td>Advocacy Competencies (Systems and Profession)</td>
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<tr>
<td>July 31</td>
<td>Monday</td>
<td>9:30-12</td>
<td>Political Advocacy/ACA’s Lobbyist Guest from ACA</td>
<td><strong>GOAL:</strong> Completion and Submission of Advocacy Assignments via Online Portfolio (I do not extend Incompletes for doctoral students so be sure your work is complete by August 1st at 5 pm)</td>
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<tr>
<td>August 1</td>
<td>Tuesday</td>
<td>9:30-12</td>
<td>Wrap up and Reflection</td>
<td><strong>Informal Presentations</strong></td>
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The instructor reserves the right to revise the syllabus to facilitate instruction. Changes will be posted on the course web.


ADVOCACY COMPETENCIES: Lewis, Arnold, House & Toporek

Endorsed by the ACA Governing Council March 20-22, 2003

Client/Student Empowerment

- An advocacy orientation involves not only systems change interventions but also the implementation of empowerment strategies in direct counseling.
- Advocacy-oriented counselors recognize the impact of social, political, economic, and cultural factors on human development.
- They also help their clients and students understand their own lives in context. This lays the groundwork for self-advocacy.

Empowerment Counselor Competencies

In direct interventions, the counselor is able to:

1. Identify strengths and resources of clients and students.
2. Identify the social, political, economic, and cultural factors that affect the client/student.
3. Recognize the signs indicating that an individual’s behaviors and concerns reflect responses to systemic or internalized oppression.
4. At an appropriate development level, help the individual identify the external barriers that affect his or her development.
5. Train students and clients in self-advocacy skills.
6. Help students and clients develop self-advocacy action plans.
7. Assist students and clients in carrying out action plans.
Client/Student Advocacy

- When counselors become aware of external factors that act as barriers to an individual’s development, they may choose to respond through advocacy.
- The client/student advocate role is especially significant when individuals or vulnerable groups lack access to needed services.

**Client/Student Advocacy Counselor Competencies**
In environmental interventions on behalf of clients and students, the counselor is able to:

8. Negotiate relevant services and education systems on behalf of clients and students.
9. Help clients and students gain access to needed resources.
10. Identify barriers to the well-being of individuals and vulnerable groups.
11. Develop an initial plan of action for confronting these barriers.
12. Identify potential allies for confronting the barriers.
13. Carry out the plan of action.

Community Collaboration

- Their ongoing work with people gives counselors a unique awareness of recurring themes. Counselors are often among the first to become aware of specific difficulties in the environment.
- Advocacy-oriented counselors often choose to respond to such challenges by alerting existing organizations that are already working for change and that might have an interest in the issue at hand.
- In these situations, the counselor's primary role is as an ally. Counselors can also be helpful to organizations by making available to them our particular skills: interpersonal relations, communications, training, and research.

**Community Collaboration Counselor Competencies**

14. Identify environmental factors that impinge upon students’ and clients’ development.
15. Alert community or school groups with common concerns related to the issue.
16. Develop alliances with groups working for change.
17. Use effective listening skills to gain understanding of the group's goals.
18. Identify the strengths and resources that the group members bring to the process of systemic change.
19. Communicate recognition of and respect for these strengths and resources.
20. Identify and offer the skills that the counselor can bring to the collaboration.
21. Assess the effect of counselor’s interaction with the community.

Systems Advocacy

- When counselors identify systemic factors that act as barriers to their students’ or clients’ development, they often wish that they could change the environment and prevent some of the problems that they see every day.
- Regardless of the specific target of change, the processes for altering the status quo have common qualities. Change is a process that requires vision, persistence, leadership, collaboration, systems analysis, and strong data. In many situations, a counselor is the right person to take leadership.

**Systems Advocacy Counselor Competencies**
In exerting systems-change leadership at the school or community level, the advocacy-oriented counselor is able to:
22. Identify environmental factors impinging on students’ or clients’ development
23. Provide and interpret data to show the urgency for change.

24. In collaboration with other stakeholders, develop a vision to guide change.
25. Analyze the sources of political power and social influence within the system.
27. Develop a plan for dealing with probable responses to change.
28. Recognize and deal with resistance.
29. Assess the effect of counselor’s advocacy efforts on the system and constituents.

Public Information

- Across settings, specialties, and theoretical perspectives, professional counselors share knowledge of human development and expertise in communication.
- These qualities make it possible for advocacy-oriented counselors to awaken the general public to macro-systemic issues regarding human dignity

Public Information Counselor Competencies

In informing the public about the role of environmental factors in human development, the advocacy-oriented counselor is able to:
30. Recognize the impact of oppression and other barriers to healthy development.

31. Identify environmental factors that are protective of healthy development.
32. Prepare written and multi-media materials that provide clear explanations of the role of specific environmental factors in human development.
33. Communicate information in ways that are ethical and appropriate for the target population.
34. Disseminate information through a variety of media.
35. Identify and collaborate with other professionals who are involved in disseminating public information.

36. Assess the influence of public information efforts undertaken by the counselor.

Social/Political Advocacy

- Counselors regularly act as change agents in the systems that affect their own students and clients most directly. This experience often leads toward the recognition that some of the concerns they have addressed affected people in a much larger arena.
- When this happens, counselors use their skills to carry out social/political advocacy.

Social/Political Advocacy Counselor Competencies

In influencing public policy in a large, public arena, the advocacy-oriented counselor is able to:
37. Distinguish those problems that can best be resolved through social/political action.

38. Identify the appropriate mechanisms and avenues for addressing these problems.
39. Seek out and join with potential allies.
40. Support existing alliances for change.
41. With allies, prepare convincing data and rationales for change.
42. With allies, lobby legislators and other policy makers.
43. Maintain open dialogue with communities and clients to ensure that the social/political advocacy is consistent with the initial goals.