



COSR9306: Supervised Reading Colloquium: Leadership and Advocacy in Counseling

**New Orleans Baptist Theological Seminary
Division of Church and Community Ministries
Spring 2021**

Professor: Dr. Craig Garrett (504-282-4455, ext. 3283); email: cgarrett@nobts.edu

Office: Dean of Students, HSC Atrium; **Cell Number:** 504-481-5491

Class Time: Friday 7-9pm (1/29, 3/26, 4/23)

Location: Hardin Student Center CIV Room TBA

Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Mission Statement of the Counseling Program

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Doctrinal Integrity.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Biblical Exposition, Interpersonal Skills, and Spiritual and Character Formation.

Syllabus Distribution

This syllabus is distributed at the beginning of the semester for review and can be found electronically on Blackboard.

Course Description

The purpose of this PhD reading colloquium is to read broadly in the area of leadership and service to the counseling profession and ensure that students are informed about current developments within the counseling profession. Professional, ethical, and social advocacy issues also are addressed in the readings.

Program Objectives: #3 Upon successful completion of one of the Master's Programs in Counseling, graduates should have the necessary academic and clinical skills to obtain professional licensure.

Course Objectives/Student Learning Outcomes

Course Objectives	Learning Experiences	Assessments
Students obtain and demonstrate knowledge and understanding of the larger scope of Leadership and Advocacy in the counseling	Reading assigned texts and articles Participation in group discussion on readings	Presentation and discussion leadership—evaluation by peers and faculty per rubric

profession in its various expressions. Students will understand theories and skills of leadership; advocacy models; current multicultural issues as they relate to social change theories; models, leadership roles, and strategies for responding to community, national, and international crises and disasters; current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession; and biblical teaching as related to leadership. (6.B.5.a, 6.B.5.b, 6.B.5.c, 6.B.5.d, 6.B.5.e, 6.B.5.f, 6.B.5.g, 6.B.5.h, 6.B.5.i, 6.B.5.j, 6.B.5.k, 6.B.5.l)		Report of percentage of reading done by due dates Evaluation of written summary/critiques
By presenting readings and leading discussions in course content areas, members will be better prepared for teaching and research in the field of counseling. (6.B.5.b, 6.B.5.c, 6.B.5.g,)	Presentation of assigned readings Leadership of peer discussion	Presentation and discussion leadership—evaluation by peers and faculty per rubric
Interaction with the professor and other doctoral students will foster increased self-awareness and appreciation of the experiences of others and the student's own needs for further development in the area of counseling advocacy. (6.B.5.j, 6.B.5.k, 6.B.5.l,)	Presentation of assigned readings Leadership of peer discussion Receive and process peer and professor feedback.	Presentation and discussion leadership—evaluation by peers and faculty per rubric

Course Requirements and Evaluation of Grades

Assignment & Description <i>All assignments must be completed to pass the course.</i>	%age	Due Date
Reading Read the required texts and articles in their entirety. Be prepared to respond to objective questions about the content of the assigned readings even if you are not responsible for leading the discussion on a book. Members are responsible for taking initiative in the group discussion, demonstrating comprehension and application of the texts. Evidence of reading the material must be clearly demonstrated during class. It is the student's responsibility to speak up and make evident his/her knowledge and application of the material in the class meeting(s). It is not enough to comment on other student's observations. A lack of original contribution to the discussion may be viewed as poor preparation on the student's part and will result in a failing grade for the course.	30%	Per course schedule
Presentation and Student-led Group Discussion on Assigned Readings For each book, one member from the group will be assigned to lead our discussion of the text. The leader will be responsible for providing a brief summary of the book, offering an insightful critique, and leading the group discussion of the book.	30%	At each meeting per course schedule

<p>Summary and Critique of Assigned Readings</p> <p>Prepare a written summary / critique of each of the books on the reading list (article critiques are not required). Critiques are due the Wednesday before the Friday colloquium meeting uploaded to the course Blackboard shell. The specific division of the readings will be distributed as a separate document. In case of technical difficulty with the upload, email submission to the professor or grader is acceptable as a backup. Critiques should contain (1) identification of key themes or ideas, (2) points of personal agreement and disagreement with the author(s) (3) significance of the book to the counseling field, (4) critique of the overall work. These reviews should be typed in 12 Times New Roman. If you come to class unprepared, you will be given a failing grade for the colloquium. An assignment extension of 3 days may be granted once by the department under extenuating circumstances. In order to receive an extension, you must present your request in writing to the professor at or before the class meeting.</p>	40%	By each meeting via Blackboard upload
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Required Readings

The following texts are required reading for class discussions and are to be read in their entirety. Selected readings will be assigned for summary/critique and colloquium presentation and student-led discussion.

Books

Brown, Brene. (2018). *Dare to lead: Brave work, tough conversations, whole hearts*. New York: Vermilion. ISBN-13: 978-1785042140

Chang, C., Barrio-Minton, C., Dixon, A., Myers, J., Sweeney, T. (eds.). (2012). *Professional counseling excellence through leadership and advocacy*. New York: Routledge.

Drebing, C. (2016). *Advocating for others: A pocket resource for peer specialists and counselors*. Holliston, MA: Alderson Press.

Herr, E., Heitzmann, D., Rayman, J. (2010). *The professional counselor as administrator: Perspectives on leadership and management of counseling services across settings*. New York: Routledge.

Iorg, Jeff. (2013). *Seasons of a leader's life: Learning, leading, and leaving a legacy*. Nashville, TN: B&H Books. ISBN-13: 978-1433681509

Pei, A. (2018). *The minority experience: Navigating emotional and organizational realities*. Downers Grove, IL: IVP Books.

Perman, Matt. (2016). *What's Best Next: How the Gospel Transforms the Way You Get Things Done*. Grand Rapids, MI: Zondervan.

Ratts, M. (2010). *ACA advocacy competencies: A social justice framework for counselors*. Alexandria, VA: American Counseling Association.

Sanders, J. O. (1967). *Spiritual leadership: Principles of excellence for every believer*. Chicago, IL: Moody Publishers.

Smith, C. (2014). *The sacred project of American Sociology*. New York: Oxford University Press.

Articles

Calley, N., & Hawley, L. (2008). The professional identity of counselor educators. *Clinical Supervisor*, 27, 3-16.

- Chang, Catherine Y.; Crethar, Hugh C.; Ratts, Manivong J. (2010). Social Justice: A National Imperative for Counselor Education and Supervision. *Counselor Education & Supervision*, 50(2), 82.
- Council on Accreditation of Counseling and Counseling-Related Programs (2016). *2016 CACREP Standards*. <http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf>
- Dollarhide, C. T., Gibson, D. M., & Moss, J. M. (2013). Professional identity development of counselor education doctoral students. *Counselor Education & Supervision*, 52, 137-150.
- Gingrich, F. & Smith, B. M. (2014). Culture and ethnicity in Christianity/Psychology integration: Review and future directions. *Journal of Psychology and Christianity*, 33(2): 139-155.
- Lee, C. (2007). *Social justice: A moral imperative for counselors*. (ACAPCD-07). Alexandria, VA: American Counseling Association. <https://www.counseling.org/resources/library/ACA%20Digests/ACAPCD-07.pdf>
- Manzanilla-Manalo, A, Manalo, F. P. (2014). Bringing psychology to the marginalized: Exploring the role of community-based counseling. *Journal of Psychology and Christianity*, 33(2): 121-126.
- Mostert, J. (2014). The Social Justice Debates in Psychology and Theology: Thoughts on “Turning the World Upside Down. *Journal of Psychology and Christianity*, 33(2): 127-138.
- Myers, J. (2002). Advocacy for counseling and counselors: A professional imperative. *Journal of Counseling & Development*, 80(4), 394-402.
- Presseau, C., Luu, L. P., Inman, A. G. & DeBlaere, C. (2018). Trainee social justice advocacy: Investigating the roles of training factors and multicultural competence. *Counseling Psychology Quarterly*, DOI: [10.1080/09515070.2018.1476837](https://doi.org/10.1080/09515070.2018.1476837).
- Smith, B. M. & Gingrich, F. (2014). Psychology in the context of holistic mission: The challenges of witness, worldview and poverty. *Journal of Psychology and Christianity*, 33(2): 101-113.
- Tan, S. Y. (2018). How and why some therapists are better than others: Empirical evidence and clinical applications from a Christian perspective. *Journal of Psychology and Christianity*, 37(2):
- Thompson, D. S. (2016). *African American born-again Christian counseling clients' spiritual and religious experiences: Implications for counselor education and supervision*. Capella University, ProQuest Dissertations Publishing, 10169629. <https://search.proquest.com/openview/4c279f584f8e11cc259adeacc0cd6a5c/1?pq-origsite=gscholar&cbl=18750&diss=y>

Course Meeting Dates and Format

The colloquium will meet three times on 2/15, 3/29, 5/3 from 7-9 PM. Students may attend the meeting in person in the assigned room on the NOBTS campus in New Orleans. Students may also choose to attend the meeting online via BlueJeans video conferencing connection.

Attendance at all course meetings is required. Because of the nature of the course and the meeting schedule, no absences are allowed.

Students who plan to attend via BlueJeans must notify the professor in advance of the course meeting. It is the student's responsibility to secure a high-speed, stable (preferably hard-wired) internet connection on a computer or other device capable of video conferencing using the free BlueJeans app or accessing the meeting through a web browser. Use of headphones or ear buds with a mic is **required** for sound quality. Be mindful of any streaming restrictions that may be imposed by your chosen internet provider; the class meets for two hours.

The course will have a Blackboard shell. Students will upload all assignments to the Blackboard shell, and the professor may use Blackboard to make course announcements and contacts. Please be certain your email address in Blackboard is up to date and one that you check regularly.

Please have reading assignments completed before class

Meeting #	Date	Reading & Assignments Schedule	Learning Experiences
1	1/29	Books: Brown, Iorg, Sanders Articles: Calley, Council, Dollarhide, Tan	Presentation and discussion leadership—evaluation by peers and faculty per rubric
2	3/26	Books: Chang, Drebig, Herr Articles: Gingrich, Manzanilla, Myers, Smith, Thompson	Presentation and discussion leadership—evaluation by peers and faculty per rubric
3	4/23	Books: Pei, Ratts, Smith Articles: Chang, Lee, Mostert, Presseau	Presentation and discussion leadership—evaluation by peers and faculty per rubric

Course Teaching Methodology

The course will involve the following methodologies: reading and writing assignments, group experiences, class presentations, and group discussion leadership.

Technical Resources and Competencies

Students in the NOBTS Counseling Program are expected to have access to a home computer or laptop, Internet access, and basic Microsoft Office software (Word, PowerPoint, and Excel). Desktop computers are available for use by students in the Information Technology Center (ITC), 2nd floor, Hardin Student Center, New Orleans Campus. The online version of Microsoft Office is available free to enrolled NOBTS students through the seminary ITC. In addition, students should develop competencies in the following areas. These competencies are based on the Association for Counselor Education and Supervision (ACES) Technical Competencies.

1. Be able to use productivity software to develop group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.
3. Be able to use email.
4. Be able to help clients search for various types of counseling-related information via the internet, including information about careers, employment opportunities, educational & training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.
5. Be able to subscribe, participate in, and sign off counseling related listservs.
6. Be able to access and use counseling related CD-ROM and online databases.
7. Be knowledgeable of the legal and ethical codes which relate to counseling services via the Internet.
8. Be knowledgeable of the strengths and weaknesses of counseling services provided via the Internet.
9. Be able to use the Internet for finding and using continuing education opportunities in counseling.
10. Be able to evaluate the quality of Internet information.

These competencies meet or exceed the recommendations of both the American Counseling Association and the Council of Standards in Human Services Education.

Evaluation of Grade

Grade evaluation is as follows:

Reading 30%
 Presentation and Leadership of Group Discussion . . . 30%
 Summary and Critique of Assigned Readings 40%

Grading Scale:

The following grading scale is used at NOBTS:

A: 93-100

B: 85-92

C: 77-84

D: 70-76

F: below 70

Course Policies, Academic Conduct, and Professional Conduct**Academic Honesty Policy**

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Academic Policies

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Classroom Parameters

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

Classroom Participation/Active Dialogue

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

Disabilities and Accommodations

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for "special" accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be "salt and light" (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a

climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Emergencies

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (www.nobts.edu) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through [SelfServe](#). This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

Extra Credit

No extra credit is available in this course.

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Policy for Graduating Seniors

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by one letter grade per week late.

Professional Conduct

Students are expected to adhere to the appropriate codes of ethics for their particular programs. Any behavior deemed unethical will be grounds for dismissal from the program.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Reading Assignments

Students are responsible for completing all reading assignments.

Technical Assistance

For assistance regarding technology, consult the NOBTS Information Technology Center (ITC) at 504-816-8180 or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Center

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS](#)

[Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers in counseling courses are to be written in American Psychological Association (APA) style. Please see the latest edition of the [Publication Manual of the American Psychological Association](#).

Student Services

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.445 5 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.800 4	www.nobts.edu/student-services/counselingservices.html
Women’s Programs	womensacademic@nobts.edu	504.282.445 5 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- \$ GALILEO for Georgia students
- \$ LALINC for Louisiana students
- \$ Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- \$ Interact with us online at –



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Student Course Schedule, Spring 2019

Selected Bibliography

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- Chang, C., Barrio-Minton, C., Dixon, A., Myers, J., Sweeney, T. (eds.). (2012). *Professional counseling excellence through leadership and advocacy*. New York: Routledge.
- Chang, C. Y., & Gnilka, P. (in press). Social advocacy: The fifth force in counseling. In D. G. Hays & Erford, B. T. (Eds.), *Developing Multicultural Counseling Competency: A Systems Approach*. Columbus, OH: Pearson Merrill Prentice Hall
- Chang, C. Y., Hays, D. G., & Milliken, T. (2009). Addressing social justice issues in supervision: A call for client and professional advocacy. *The Clinical Supervisor, 28(1)*, 20-35
- D'Andrea, M. (2000). Postmodernism, constructivism, and multiculturalism: Three forces reshaping and expanding our thoughts about counseling. *Journal of Mental Health Counseling, 22*, 1-16.
- Drebing, C. (2016). *Advocating for others: A pocket resource for peer specialists and counselors*. Holliston, MA: Alderson Press.
- Gibson, D. M. (2014). Advocacy counseling: Being an effective agent of change for clients. In B. T. Erford (Ed.), *Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations* (2nd ed., pp. 294-320). Upper Saddle River, NJ: Pearson.
- Griffin, B. (1993). Promoting professionalism, collaboration, and advocacy. *Counselor Education and Supervision, 33*, 2-9.
- Hays, D. G., Chang, C. Y., & Dean, J. K. (2004). White counselors' conceptualization of Presbury & Sturm 11 privilege and oppression: Implications for counselor training. *Counselor Education and Supervision, 43*, 242-257.
- Herr, E., Heitzmann, D., Rayman, J. (2010). *The professional counselor as administrator: Perspectives on leadership and management of counseling services across settings*. New York: Routledge.
- Iorg, Jeff. (2013). *Seasons of a Leader's Life: Learning, Leading, and Leaving a Legacy*. Nashville, TN: B&H Books. ISBN-13: 978-1433681509
- Kiselica, M. S. (2004). When duty calls: The implications of social justice work for policy, education, and practice in the mental health professions. *The Counseling Psychologist, 32*, 838-854.
- Kiselica, M. S., & Robinson, M. (2000). Bringing advocacy counseling to life: The history, issues, and human dramas of social justice work in counseling. *Journal of Counseling and Development, 79*, 387-397.
- Lee, C. C., & Walz, G. R. (Eds.). (1998). *Social action: A mandate for counselors*. Alexandria, VA: American Counseling Association.
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- Sue, D. W., Arredondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Counseling and Development*, 70, 194-204.
- West, J., Bubenzer, D., Osborn, C. (2003). *Leaders and legacies: Contributions to the profession of counseling*. New York: Bruner-Routledge.
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