



**COUN9301 COUNSELING APPROACHES TO SOCIAL
PROBLEMS AND ADCOVACY**
New Orleans Baptist Theological Seminary
Division of Counseling

Professor: Dr. Kristyn Carver (504-282-4455, ext. 3743); email: kcaver@nobts.edu

Office: LMCCC 104-D

Thursday 12:30 p.m.-3:20 p.m.

Leeke Magee Christian Counseling Center

Seminar On-Site/Synchronous Video Dates:

First Meeting: January 28-29 (Friday, 1:00-6:00 p.m.; Saturday, 8:00-11:00 a.m.)

Second Meeting: March 25-26 (Friday, 1:00-6:00 p.m.; Saturday, 8:00-11:00 a.m.)

Third Meeting: April 29-30 (Friday, 1:00-6:00 p.m.; Saturday, 8:00-11:00 a.m.)

Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

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: interpersonal skills, servant leadership, and spiritual/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:

In this seminar, psychological and counseling principles and techniques are applied to the process of understanding and alleviating social problems. Institutions and agencies working specifically in the areas of study are surveyed. Students will conduct substantial research to delineate psychological and counseling processes of change to social problems.

Course Objectives

Course Objectives	Learning Experiences	Assessments
Students will demonstrate knowledge and understanding of strategies for advocacy in relation to current social justice issues (6.B.5.k.)	<p><i>Instruction:</i> Discussion Boards Research Project & Presentations Book Reviews</p> <p><i>Reading:</i> <i>The Whole in Our Gospel</i> <i>Social Justice Handbook</i> Three books of choosing related to the topic</p>	Discussion Board Participation Research Project & Presentation
Students will understand and appreciate the importance of ethically and culturally relevant leadership and advocacy related to social justice and will identify resources and strategies to assist the vulnerable. (6.B.5. l.)	<p><i>Instruction:</i> Discussion Boards Research Project & Presentations Book Reviews</p> <p><i>Reading:</i> <i>The Whole in Our Gospel</i> <i>Social Justice Handbook</i> Three books of choosing related to the topic</p>	Discussion Board Participation Research Project & Presentation
Students will develop an appreciation for the importance of leadership and advocacy for and within the counseling profession. (6.B.5)	<p><i>Instruction:</i> Discussion Board</p> <p><i>Reading:</i> Selected Journal Articles found on Blackboard</p>	

Course Requirements and Evaluation of Grades

Assignment & Description	Percentage	Due Date
<p>Reading & Participation</p> <ol style="list-style-type: none"> 1. Read the syllabus thoroughly. 2. Examine the bibliography in the syllabus and become familiar with the resources. Search websites and journals related to the field of study. 3. Participate in seminar discussion. 4. Participate in discussion boards presented in Blackboard 	10%	
<p>Research Project and Presentations.</p> <p>Students will select a social issue and complete an in depth investigation of the problem. The project will be completed and submitted in three parts. In addition to the written portion of the project, students will prepare a 30-40 minute presentation of the material for each seminar meeting. Students may request addition presentation time in advance if necessary. Topics will be given on a first come basis. The sign up is located on the “Week 3 Discussion Board” and will be open for students to sign up on January 7th.</p>	60%	

<p>Part one will consist of a detailed explanation of the social issue including statistics, demographic information, connection to mental illness, ramifications (personal, family, and community), proposed and attempted solutions, and an overview of various related points of view. Part 1 should be 7-10 pages in length.</p> <p>Part two will address the issue from a Biblical perspective. Students should include an in depth exploration of Scripture – including principles, commands, and character sketches. In addition, part two will include a discussion of how the church currently addresses or fails to address the issue, suggestions for how the church could engage the problem, and identification of ways the student can personally address the issue as a Christian (not professional). This part should be 7-10 pages in length.</p> <p>Part three addresses the issue from a counseling perspective. Students will prepare a resource guide for the selected social problem. The guide will include identification and descriptions of organizations connected to providing support or help with the social problem, an annotated bibliography of at least 10 related books, websites and other relevant helps, and brief summaries of counseling approaches used to help those struggling with the problem, and an explanation of how counselors can advocate on behalf of individuals struggling with this issue.</p>		<p>2/15</p> <p>3/29</p> <p>5/3</p>
<p>Book Reviews & Presentations</p> <ol style="list-style-type: none"> 1. Read and review Timothy Keller, <i>Generous Justice: How God’s Grace Makes us Just</i> 2. Read and review Cannon, <i>Social Justice Handbook: Small Steps for a Better World</i>, 3. <i>Personal Selection Books</i> <p>Students will select one book to read, review, and present for each seminar meeting (3 total). The book may come from the suggested readings for the course, but students are not limited to the books on the syllabus. The requirements for selected books are as follows: a book not previously read by the student, at least one hundred pages in length, addresses a social problem, book not chosen by another classmate. Each of the three books needs to address a different social issue.</p> <p>By the end of the course you will have read the two required texts as well as three additional books on three separate issues.</p> <p>The book review for each of the five books (two required / three personal selections) should be typed and address the following: brief summary of the book, areas of agreement with the author, areas of disagreement, would you recommend this book to others?, if so, who?</p> <p>Book selections and reviews will be posted on blackboard under the discussion board thread for “book reviews” so that other students may access this as a resource. Presentations of the books should be brief but thorough.</p>	<p>30%</p>	<p>3/16</p> <p>4/19</p> <p>2/15</p> <p>3/29</p> <p>5/3</p>

<p>Weekly Time Requirements: Be prepared to average around 20 hours per week on work for the seminar. Although there is no set amount of time required for research, a general guide is that students need to allocate about twenty hours of research time per week for each seminar. Thus, students taking a full load (two seminars and one supervised reading colloquium) should plan to be engaged in research a minimum of forty hours per week. (“Weekly Time Requirements,” Policies and Procedures, G-2, <i>NOBTS Manual for Research Doctoral Programs</i>, 2010, p. II-3.)</p>		
<p>Paper Submission and Presentation: Papers must be submitted on Blackboard no later than one week before they are to be presented in the seminar. Be prepared to present and lead discussion on your paper topic.</p>		

Textbooks & Journal Articles

Required

Cannon, Mae E. (2009). *Social Justice Handbook: Small steps for a Better World*. Downers Grove, IL: Inter-Varsity Press.

Carrola, Paul A. & Carleton H Brown (2018) Integrating the Multicultural and Social Justice Counseling Competencies in Correctional Counseling, *Journal of Counselor Leadership and Advocacy*, 5:2, 109-121, DOI: 10.1080/2326716X.2018.1452077

Chan, Christian D. , DeDiego, Amanda C. & Monica P. Band (2019) Moving Counselor Educators to Influential Roles As Advocates: An Ecological Systems Approach to Student-Focused Advocacy, *Journal of Counselor Leadership and Advocacy*, 6:1, 30-41, DOI: 10.1080/2326716X.2018.1545614

Fein, Albert H., Carlisle, Cynthia S., Isaacson, Nancy, S. (2018) School Shootings and Counselor Leadership: Four Lessons from the Field, *Professional School Counseling*, 11:4, 246-252.

Fickling, Melissa J. & Laura M. González (2016) Linking Multicultural Counseling and Social Justice Through Advocacy, *Journal of Counselor Leadership and Advocacy*, 3:2, 85-94, DOI: 0.1080/2326716X.2015.1124814

Gonzalez, Laura M. ,Melissa J. Fickling, Isabelle Ong, Crystal N. Gray & Phillip L. Waalkes (2018) Learning to Advocate: Evaluating a New Course, *Journal of Counselor Leadership and Advocacy*, 5:1, 13-26, DOI: 10.1080/2326716X.2017.1399297

Harvey, Charles Peters & Linwood G. Vereen (2020) Counseling leadership and professional counselor identity: a phenomenological study, *Journal of Counselor Leadership and Advocacy*, DOI: 10.1080/2326716X.2020.1770143

Keller, Timothy. (2012). *Generous Justice: How God’s Grace Makes Us Just*. New York, NY: Penguin Random House.

Kress, V. E.; Barrio Minton, C. A. Thomas J. Sweeney: A Visionary Leader and Advocate for the Counseling Profession. *Journal of Counseling & Development*, [s. l.], v. 93, n. 1, p. 114–118, 2015. DOI 10.1002/j.1556-6676.2015.00187

McKibben, W. B., Umstead, L. K., & Borders, L. D. (2017). Identifying dynamics of counseling leadership: A content analysis study. *Journal of Counseling & Development*, 95(2), 192–202. doi:10.1002/jcad.12131

Meany-Walen, K. K., Carnes-Holt, K., Barrio Minton, C. A., Purswell, K., & Pronchenko-Jain, Y. (2013). An exploration

of counselors' professional leadership development. *Journal of Counseling and Development*, 91(2), 206–215. doi:10.1002/j.1556-6676.2013.00087.x

Storlie, C. A., Parker-Wright, M., & Woo, H. (2015). Multicultural leadership development: A qualitative analysis of emerging leaders in counselor education. *Journal of Counselor Leadership and Advocacy*, 2(2), 154–169. doi:10.1080/2326716X.2015.1054078

Paradise, L. V., Ceballos, P. T., & Hall, S. (2010). Leadership and leader behavior in counseling: Neglected skills. *International Journal for the Advancement of Counselling*, 32(1), 46–55. DOI:10.1007/s10447-009-9088-y

Sweeney, T. J. (2012). Leadership for the counseling profession. In C. Y. Chang, C. A. Barrio Minton, A. L. Dixon, J. E. Myers, & T. J. Sweeney (Eds.), *Professional counseling excellence through leadership and advocacy* (pp. 3–20). New York, NY: Taylor & Francis.

Supplemental Text:

Johnson, Abby, and Cindy Lambert. (2010). *Unplanned*. Carol Stream, IL: Tyndale House Publishers.

Sider, Ronald. (2005). *Rich Christians in an Age of Hunger*. Nashville, TN: Thomas Nelson.

Greer, Peter, and Phil Smith.(2009). *The Poor Will Be Glad: Joining the Revolution to Lift the World out of Poverty*. Grand Rapids, MI: Zondervan.

Stafford, Wess. (2007). *Too Small to Ignore: Why the Least of These Matters Most*. New York, NY: Random House, Inc.

Smith, Wesley.2006). *Forced Exit: Euthanasia, Assisted Suicide, and the New Duty to Die*. New York, NY: Encounter Books.

Jones, Stanton, and Mark A. Yarhouse. (2007). *Ex-Gays?* Downers Grove, IL: Inter-Varsity Press.

Mooney, Linda A., David Knox, and Caroline Schacht. (2007). *Understanding Social Problems*, 5th ed, Belmont, CA: Wadsworth/Thompson Learning, Inc.

Finsterbusch, Kurt. (2006). *Taking Sides: Clashing Views on Social Issues*. 14th ed. Columbus, OH: McGraw-Hill Companies.

Course Teaching Methodology

The course will involve the following methodologies: reading assignments, research, paper presentations, interviews, research, and seminar discussion.

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

The student's grade will be computed as follows:

- | | |
|--------------------------------------|-----|
| 1. Readings & Participation: | 10% |
| 2. Research Paper and Presentations: | 60% |
| 3. Book Reviews / Presentations | 30% |

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	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women's Programs	womensacademic@nobts.edu	504.282.4455 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 –



[TWITTER.COM/NOBTS](https://twitter.com/NOBTS)
 [INSTAGRAM.COM/NOBTS](https://www.instagram.com/NOBTS)
 [FACEBOOK.COM/NOBTS](https://www.facebook.com/NOBTS)

Student Course Schedule, Fall 2018

Seminar On-Site/Synchronous Video Dates

First Meeting: January 15-16 (Friday, 1:00-6:00 p.m.; Saturday, 8:00-11:00 a.m.)

Second Meeting: March 29-30 (Friday, 1:00-6:00 p.m.; Saturday, 8:00-11:00 a.m.) *possible change due to ACA conference in New Orleans

Third Meeting: May 3-4 (Friday, 1:00-6:00 p.m.; Saturday, 8:00-11:00 a.m.)

Week #	Dates	Reading & Assignments Schedule	Learning Experiences
1	1/18-1/22	<p>Course Overview: Students should thoroughly review the entire syllabus, paying close attention to due dates.</p> <p>Blackboard: Students will each adopt one social problem to investigate during the semester. Topics will be assigned on a first come basis. All topics must be posted no later than Jan. 22. Students will post their selected topic on the week 1 discussion board. Topics cannot be duplicated and are subject to approval by the professor.</p> <p>Once a topic has been approved by the professor, students should begin researching the selected topic. Research should include but not be limited to a thorough explanation of the social problem, prevalence, who it impacts, statistics related to the problem, and attempted or possible solutions.</p> <p>Interviews: Students will select 3 people to interview who are connected in some way to the selected social problem. The interviewee may be personally involved in the problem, have a family member who is involved, work with a population involved or impacted by the problem, or be directly connected in another way. The interview questions should be designed to help inform the student about the problem from a personal perspective. Interview questions and answers should be turned in at the first seminar meeting. Results from the interviews may be worked into Part 1 of the paper. Video or audio clips from the interviews may be incorporated into the class presentation with proper permission from the interviewee.</p>	
2	1/23-1/29	Seminar Meeting #1	<p><i>Primary Theme: Social Issues</i> We will examine a variety of current social issues</p>

		<p>Assignments Due:</p> <p>Part 1- Social Issues Paper & Presentation</p> <p>Presentation: Students will prepare a 30-40 minute presentation on the selected social problem. The presentation should include Power Point, multi-media clips, handouts, interviews, or any other appropriate elements necessary for best communicating the dimensions of the social problem. Presentations should be doctoral level and should represent best efforts. Papers are to be submitted at the beginning of the seminar meeting.</p> <p>Interviews Results (questions & answers – can be written verbatim or audio/ video recorded)</p> <p>Book Review and Presentation of selected book on social problem (post on blackboard prior to class meeting)</p>	<p>and discuss statistics, demographic information, connection to mental illness, ramifications (personal, family, and community) proposed and attempted solutions, and an overview of various related points of view.</p> <p>Presentations of papers and group discussion</p> <p>Presentation of books reviewed on various social issues.</p>
3	1/30-2/5	Blackboard: Students will develop a “Top 10 Social Problems” list and post it on blackboard under Week 3	
4	2/6-2/12	<p>Paper: Begin working on part two of the paper. This section will focus on the spiritual implication of the social issue. Part two will address the issue from a Biblical perspective. Include an in depth exploration of Scripture – including principles, commands, and character sketches. In addition, part two will include a discussion of how the church currently addresses or fails to address the issue, suggestions for how the church could engage the problem, and identification of ways the student can personally address the issue as a Christian (not professional). This part should be 7-10 pages in length.</p> <p>Book Review: Select a book to read, review, and report on. Be sure to post the selection on the discussion board so classmates will not duplicate.</p> <p>Blackboard: Advocacy & Leadership Articles</p>	<p>The Counselors for Social Justice (CSJ) Code of Ethics. <i>Journal for Social Action in Counseling & Psychology, [s. l.]</i>, v. 3, n. 2, p. 1–21, 2011. DOI 10.33043/jsacp.3.2.1-21</p> <p>Fein, Albert H., Carlisle, Cynthia S., Isaacson, Nancy, S. (2018) School Shootings and Counselor Leadership: Four Lessons from the Field, <i>Professional School Counseling</i>, 11:4, 246-252.</p>
5	2/13-	Students need to find three definitions of	

	2/19	Social Issues / Problems and post them on the Week 5 discussion. Be sure to identify the source for each definition.	
6	2/20-2/26	<p>Blackboard: Advocacy & Leadership Articles</p> <p>Continue working on the research paper and reading a book to review.</p>	<p>Fickling, Melissa J. & Laura M. González (2016) Linking Multicultural Counseling and Social Justice Through Advocacy, <i>Journal of Counselor Leadership and Advocacy</i>, 3:2, 85-94, DOI: 10.1080/2326716X.2015.1124814</p> <p>Sweeney, T. J. (2012). Leadership for the counseling profession. In C. Y. Chang, C. A. Barrio Minton, A. L. Dixon, J. E. Myers, & T. J. Sweeney (Eds.), <i>Professional counseling excellence through leadership and advocacy</i> (pp. 3–20). New York, NY: Taylor & Francis.</p> <p>Christian D. Chan, Amanda C. DeDiego & Monica P. Band (2019) Moving Counselor Educators to Influential Roles as Advocates: An Ecological Systems Approach to Student-Focused Advocacy, <i>Journal of Counselor Leadership and Advocacy</i>, 6:1, 30-41, DOI: 10.1080/2326716X.2018.1545614</p>
7	2/27-3/5	<p>Blackboard: Advocacy & Leadership Articles</p> <p>Continue working on the research paper and reading a book to review.</p>	<p>McKibben, W. B., Umstead, L. K., & Borders, L. D. (2017). Identifying dynamics of counseling leadership: A content analysis study. <i>Journal of Counseling & Development</i>, 95(2), 192–202. doi:10.1002/jcad.12131</p> <p>Laura M. Gonzalez, Melissa J. Fickling, Isabelle Ong, Crystal N. Gray & Phillip L. Waalkes (2018) Learning to Advocate: Evaluating a New Course, <i>Journal of Counselor Leadership and Advocacy</i>, 5:1, 13-26, DOI: 10.1080/2326716X.2017.1399297</p> <p>Kress, V. E.; Barrio Minton, C. A. Thomas J. Sweeney: A Visionary Leader and Advocate for the Counseling Profession. <i>Journal of Counseling & Development</i>, [s. l.], v. 93, n. 1, p. 114–118, 2015. DOI 10.1002/j.1556-6676.2015.00187</p>
8	3/6-3/12	<p>Continue working on the research paper and reading a book to review.</p> <p>Assignment Due: Timothy Keller Book Review – Submit on</p>	

		Blackboard	
9	3/13-3/19	SPRING BREAK	
10	3/20-3/26	<p>Seminar Meeting #2</p> <p>Part 2- Social Issues Paper & Presentation</p> <p>Presentation: Students will prepare a 30-40 minute presentation on the selected social problem. The presentation should include Power Point, multi-media clips, handouts, interviews, or any other appropriate elements necessary for best communicating the dimensions of the biblical implications and directives related to the social problem. Presentations should be doctoral level and should represent best efforts. Papers are to be submitted at the beginning of the seminar meeting.</p> <p>Book Review and Presentation of selected book on social problem (post on blackboard prior to class meeting)</p>	<p>Primary Theme: Social Issues</p> <p>We will examine a variety of current social issues from a biblical perspective. Presentations and group discussion will include an in depth exploration of scripture (principles, commands, and character sketches), how the church currently addresses or fails to address the issues, suggestions for how the church could engage the problem, and identification of ways students can personally address the issue as a Christin.</p> <p>Presentations of papers and group discussion</p> <p>Presentation of books reviewed on various social issues.</p>
11	3/27-4/2	<p>Paper: Begin working on part three or your research. This portion addresses the issue from a counseling perspective.</p> <p>Students will prepare a resource guide for the selected social problem. The guide will include identification and descriptions of organizations connected to providing support or help with the social problem, an annotated bibliography of at least 10 related books, journal articles, websites and other relevant helps, and brief summaries of counseling approaches used to help those struggling with the problem.</p> <p>Book Review: Select a book to read, review, and report on. Be sure to post the selection on the discussion board so classmates will not duplicate.</p>	
12	4/3-4/9	<p>Continue working on Part 3 of the research paper.</p> <p>Blackboard: Advocacy & Leadership Articles</p>	<p>Meany-Walen, K. K., Carnes-Holt, K., Barrio Minton, C. A., Purswell, K., & Pronchenko-Jain, Y. (2013). An exploration of counselors' professional leadership development. <i>Journal of Counseling and Development</i>, 91(2), 206–215. doi:10.1002/j.1556-6676.2013.00087.x</p>

			Paradise, L. V., Ceballos, P. T., & Hall, S. (2010). Leadership and leader behavior in counseling: Neglected skills. <i>International Journal for the Advancement of Counselling</i> , 32(1), 46–55. doi:10.1007/s10447-009-9088-y
13	4/10-4/16	Continue working on Part 3 of the research paper. Assignment Due: Mae Elise Cannon Book Review – Submit on Blackboard	
14	4/17-4/23	Continue working on Part 3 of the research paper. Write your book review and presentation (not due until the seminar meeting). Blackboard: Advocacy & Leadership Article	Storlie, C. A., Parker-Wright, M., & Woo, H. (2015). Multicultural leadership development: A qualitative analysis of emerging leaders in counselor education. <i>Journal of Counselor Leadership and Advocacy</i> , 2(2), 154–169. doi:10.1080/2326716X.2015.1054078 Harvey, Charles Peters & Linwood G. Vereen (2020) Counseling leadership and professional counselor identity: a phenomenological study, <i>Journal of Counselor Leadership and Advocacy</i> , DOI: 10.1080/2326716X.2020.1770143 Carrola, Paul A. & Carleton H Brown (2018) Integrating the Multicultural and Social Justice Counseling Competencies in Correctional Counseling, <i>Journal of Counselor Leadership and Advocacy</i> , 5:2, 109-121, DOI: 10.1080/2326716X.2018.1452077
15	4/24-4/30	Seminar Meeting #3 Part 3- Social Issues Paper & Presentation Presentation: Students will prepare a 30-40 minute presentation on the selected social problem. The presentation should include Power Point, multi-media clips, handouts, interviews, or any other appropriate elements necessary for best communicating the dimensions of the resources and approaches related to the social problem. Presentations should be doctoral level and should represent best efforts. Papers are to be submitted at the beginning of the seminar meeting.	Primary Theme: Social Issues We will examine a variety of current social issues and discuss the issues from a counseling perspective. Students will share resources guides, counseling approaches and ways professionals can advocate on behalf of individuals dealing with these issues. Presentations of papers and group discussion Presentation of books reviewed on various social issues.

		Book Review and Presentation of selected book on social problem (post on blackboard prior to class meeting)	
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