1. General Information

1a. Submitted by the College of: EDUCATION

    Date Submitted: 1/14/2016

1b. Department/Division: Educational, School and Counseling Psych

1c. Contact Person

        Name: Sharon Rostosky

        Email: s.rostosky@uky.edu

        Phone: 257-7880

     Responsible Faculty ID (if different from Contact)

        Name:

        Email:

        Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: EDP 704

2c. Full Title: Social Justice Consultation and Evaluation

2d. Transcript Title: Social Justice Consultation and Evaluation

2e. Cross-listing:

2f. Meeting Patterns

    SEMINAR: 3

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

    If Yes: Maximum number of credit hours:

    If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course focuses on theoretically grounded social justice consultation and evaluation in counseling psychology. The purpose of this course is to help students develop beginning competencies in social justice consultation, advocacy, and program evaluation as counseling psychologists. Doctoral students in counseling psychology will practice beginning skills in interprofessional collaboration and community partnership.

2k. Prerequisites, if any: Students can enroll once they have completed the first year of the counseling psychology doctoral program.

2l. Supplementary Teaching Component: Community-Based Experience

3. Will this course taught off campus?   No

   If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

   Will the course be offered every year?:   Yes

   If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?:   Yes

   If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?:   6

7. Anticipated Student Demand

   Will this course serve students primarily within the degree program?:   Yes

   Will it be of interest to a significant number of students outside the degree pgm?:   No

   If Yes, explain:

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

   If No, explain:

9. Course Relationship to Program(s).

   a. Is this course part of a proposed new program?:   No

   If YES, name the proposed new program:

   b. Will this course be a new requirement for ANY program?:   Yes

   If YES, list affected programs: counseling psychology

10. Information to be Placed on Syllabus.

   a. Is the course 400G or 500?:   No

   b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components?   NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

    Instructor Name:

       SIGNATURE|RJREES2|Robert J Reese|EDP 704 NEW Dept Review|20150929

       SIGNATURE|MYRT|Martha L Geoghegan|EDP 704 NEW College Review|20151211

       SIGNATURE|ZNNIKO0|Roshan Nikou|EDP 704 NEW Graduate Council Review|20160112

       SIGNATURE|JEL224|Janie S Ellis|EDP 704 NEW Senate Council Review|20160114

       SIGNATURE|RJREES2|Robert J Reese|EDP 704 NEW Approval Returned to Dept|20160118

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Generate R

Open in full window to print or save

Attachments:

Browse...   Upload File

	ID	Attachment
Delete	5446	EDP 704 SyllabusFINAL.docx

First 1 Last

(*denotes required fields)

1. **General Information**

   a. * Submitted by the College of: EDUCATION   Submission Date: 1/14/2016

   b. * Department/Division: Educational, School and Counseling Psych

   c.

   * Contact Person Name: Sharon Rostosky   Email: s.rostosky@uky.edu   Phone: 257-7880

   * Responsible Faculty ID (if different from Contact)   Email: Phone:

   d. * Requested Effective Date: ⊙ Semester following approval OR ○ Specific Term/Year [1]

   e.
   Should this course be a UK Core Course? ○ Yes ⊙ No

   If YES, check the areas that apply:

   ☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

   ☐ Inquiry - Humanities   ☐ Quantitative Foundations

   ☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

   ☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

   ☐ Composition & Communications - I   ☐ Global Dynamics

2. **Designation and Description of Proposed Course.**

   a. * Will this course also be offered through Distance Learning? ○ Yes [1] ⊙ No

   b. * Prefix and Number: EDP 704

   c. * Full Title: Social Justice Consultation and Evaluation

   d. Transcript Title (if full title is more than 40 characters): Social Justice Consultation and Evaluation

   e. To be Cross-Listed [2] with (Prefix and Number):

   f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

Lecture	Laboratory[1]	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	3 Seminar	Studio
Other	If Other, Please explain:		

   g. * Identify a grading system:
   ○ Letter (A, B, C, etc.)
   ○ Pass/Fail
   ○ Medicine Numeric Grade (Non-medical students will receive a letter grade)
   ⊙ Graduate School Grade Scale

   h. * Number of credits: 3

   i. * Is this course repeatable for additional credit? ○ Yes ⊙ No
   If YES: Maximum number of credit hours:
   If YES: Will this course allow multiple registrations during the same semester? ○ Yes ○ No

j. * Course Description for Bulletin:

This course focuses on theoretically grounded social justice consultation and evaluation in counseling psychology. The purpose of this course is to help students develop beginning competencies in social justice consultation, advocacy, and program evaluation as counseling psychologists. Doctoral students in counseling psychology will practice beginning skills in interprofessional collaboration and community partnership.

k. Prerequisites, if any:

Students can enroll once they have completed the first year of the counseling psychology doctoral program.

l. Supplementary teaching component, if any: ◉ Community-Based Experience ○ Service Learning ○ Both

3. * Will this course be taught off campus? ○ Yes ◉ No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): ☑ Fall ☐ Spring ☐ Summer ☐ Winter

b. * Will the course be offered every year? ◉ Yes ○ No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? ◉ Yes ○ No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 6

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? ◉ Yes ○ No

b. * Will it be of interest to a significant number of students outside the degree pgm? ○ Yes ◉ No

If YES, explain:

8. * Check the category most applicable to this course:

☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere
☑ Relatively New – Now Being Widely Established
☐ Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? ○ Yes ◉ No

If YES, name the proposed new program:

b. * Will this course be a new requirement [5] for ANY program? ◉ Yes ○ No

If YES [5], list affected programs::

counseling psychology

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? ○ Yes ◉ No
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identi additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. ☑ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl

10.a above) are attached.

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[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[1] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, re
two hours per week for a semester for one credit hour. (from SR 5.2.1)
[2] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
[3] In order to change a program, a program change form must also be submitted.

Rev 8/09

EDP 704 Social Justice Consultation and Evaluation
Spring 2016 Thursdays 4:00-6:30, DH 203
Professor Sharon S. Rostosky (s.rostosky@uky.edu)
Director of Counseling Psychology Training, University of Kentucky
Office hours by appointment

Overview

"The Program philosophy is guided by three concepts: the scientist-practitioner model of training and practice, a systems perspective of person-environment interaction and interdependence, and a community perspective that values and promotes social justice" (UK Doctoral Student Handbook)

Course Description

This course focuses on theoretically grounded social justice consultation and evaluation in counseling psychology. The purpose of this course is to help students develop beginning competencies in social justice consultation, advocacy, and program evaluation as counseling psychologists. Doctoral students in counseling psychology will practice beginning skills in interprofessional collaboration and community partnership.

Prerequisites

This is an advanced course for doctoral students in counseling psychology. Students are eligible to enroll if they have successfully completed the first year of the doctoral program.

Student Learning Objectives

1. Doctoral Students will demonstrate awareness of social, political, economic and cultural factors that impact individuals and at least one theory that provides a framework for systemic change efforts (Goal 1.1a)
2. Doctoral students will develop an understanding of institutional/community-level interventions consistent with their theory of systemic change. (Goal 2.3d)
3. Doctoral Students will develop knowledge and skills in collaborating with an agency/community to identify and address a specific systemic-level need. (Goal 2.4a)
4. Doctoral Students will develop skills in designing and evaluating an intervention to address the needs of a community/agency. (Goal 2.1e, 2.4d)
5. Doctoral Students will conceptualize and practice ways to empower communities/institutions to achieve their social justice-related goals and to educate/raise awareness as an advocate for the community/group with whom they are working. (Goal 3.1d, 3.2a)

Required Texts, Readings, and Materials

Benkofske, M. & Heppner, C.C. (2008). Program evaluation. In P.P. Heppner, B.E. Walmpold, D.M. Kivlinghan (Eds). *Research design in counseling* (3rd Editin) (pp. 511-537. United States: Brooks/Cole.

Bond, L.A., & Hauf, A.M.C. (2007). Community-based collaboration: An overarching best practice in prevention. *The Counseling Psychologist, 35*, 567-575.

Burton, M. & Kagan, C. (2009). Toward a really social psychology: Liberation psychology beyond Latin America. In M. Montero, M., & C.C. Sonn (Eds) (pp. 51-72). *Psychology of liberation: Theory and applications.* New York, NY, US: Springer Science + Business Media.

Cattaneo, L.B., & Chapman, A.R. (2010). The process of empowerment: A model for use in research and practice. American Psychologist, 65 (&), 646-659.

Cho, S., Crenshaw, K.W., & McCall, L. (2013). Toward a field of intersectionality studies: Theory, applications, and praxis. *Signs: The Journal of Women in Culture and Society, 38,* 785-810.

Cole, E. (2009). Intersectionality and research in psychology. *American Psychologist, 64,* 170-180.

Eagly, A. H., & Riger, S. (2014). Feminism and psychology: Critiques of methods and epistemology. *American Psychologist, 69,* 685-702.

Fouad, N. A., & Prince, J. P. (2012). Social justice in counseling psychology. In E. M. Altmaier & J.-I. C. Hansen (Eds.), *The Oxford handbook of counseling psychology.* (pp. 856-872). New York, NY, US: Oxford University Press.

Flores, M.P., De La Rue, L., Neville, H.A. et al. (2014) Developing social justice competencies: A consultation training approach. The Counseling Psychologist, 42 (7), 998-1020.

Israel, T. (2012). 2011 Society of Counseling Psychology Presidential Address: Exploring privilege in counseling psychology: Shifting the lens. *The Counseling Psychologist, 40*(1), 158-180.

Jacobs, F. & Goldberg, J. (2009). Evaluating contemporary social programs: Challenges and opportunities. In M. E. Kenny, A.M. Horne, P. Orpinas, & L.E. Reese (Eds.), Realizing social justice: The Challenge of preventive interventions (pp 97-122). Washington, DC: American Psychological Association.

Jimenez-Dominguez, B. (2009) Ignacio Martín-Baró's Social Psychology of Liberation: Situated Knowledge and Critical Commitment Against Objectivism. In M. Montero, M., & C.C. Sonn (Eds) *Psychology of liberation: Theory and applications*(pp. 37-52). . New York, NY, US: Springer Science + Business Media.

Kenny, M.E. & Medvide, M.B. (2013). Prevention in pursuit of social justice. In E. M. Vera (Ed.), *The Oxford handbook of prevention in counseling psychology.* (pp. 125-140). New York, NY, US: Oxford University Press.

Montero, M. (2009). Methods for Liberation: Critical Consciousness in Action. In M. Montero, M., & C.C. Sonn (Eds), *Psychology of liberation: Theory and applications*(pp. 73-92). . New York, NY, US: Springer Science + Business Media.

Philogène, G. (2012). Understanding social categories: An epistemological journey. In G. Philogène, S. Wiley, T. A. Revenson, S. Wiley, G. Philogène, & T. A. Revenson (Eds.), *Social categories in everyday experience.* (pp. 31-43). Washington, DC, US: American Psychological Association.

Pieterse, A.L., Hanus, A.E., & Gale, M.M. (2013). Advocacy and prevention: Dismantling systems of oppression. In
E. M. Vera (Ed.), *The Oxford handbook of prevention in counseling psychology*. (pp. 109-124). New York, NY, US: Oxford University Press.

Portillo, N. (2012). The life of Ignacio Martín-Baró: A narrative account of a personal biographical journey. *Peace and Conflict: Journal of Peace Psychology, 18*(1), 77-87. doi: 10.1037/a0027066

Prilleltensky, I., & Nelson, G. (2013). Critical psychology, prevention, and social justice. In E. M. Vera (Ed.), *The Oxford handbook of prevention in counseling psychology*. (pp. 141-159). New York, NY, US: Oxford University Press.

Toporek, R. L., Kwan, K.-L. K., & Williams, R. A. (2012). Ethics and social justice in counseling psychology. In N. A. Fouad, J. A. Carter & L. M. Subich (Eds.), *APA handbook of counseling psychology, Vol. 2, Chap 13*, 305-332. Washington, DC: American Psychological Association. doi: 10.1037/13755-013

Vasquez, M. J. (2012). Psychology and social justice: why we do what we do. *American Psychologist, 67*(5), 337-346. doi: 10.1037/a0029232

Course Assignments and Learning Activities

1. Students are expected to devote *four* to *six hours each week* working with a marginalized community or a community-based agency to complete course requirements. **Progress notes are due each week using the format provided.** (10 points)

2. Theory and Background Paper (25 points)
   - What is your theory of social justice and how does it apply to the community/agency with whom you are collaborating?
   - What are the systemic forces and social policies that have led to and perpetuated the social issue/problem on which you are collaborating/consulting?
   - What is the history of interventions or social movements related to this social issue? What is the evidence of the effectiveness of these interventions?
   - What systemic changes are needed to create a more socially just world for your community? What changes can the community be empowered to make on its own behalf?

3. Needs Assessment and Intervention Plan (25 points)
   - Conduct a needs assessment *in collaboration with* your community/agency that will further its social justice mission and that targets some level of the system. Your report should include data/evidence collected in collaboration with the community/agency.
   - Develop an intervention plan that builds on your developing knowledge of social justice theory (as delineated in your major paper above), the social context of the community, and the specific needs of your community/agency. Your intervention plan should include an empowerment component.
   - Develop a plan for evaluating the effectiveness of your intervention.
   - Present your theory, background, needs assessment, intervention, and evaluation plan to a community collaborator (agency supervisor, community member) and make revisions.

4. Professional presentation (10 points)
>   Present your work to the class. Start with a discussion of what you have learned about the history and lived experiences of the community/agency. Provide a recommended resource page for your colleagues to learn more (reading, film, websites). End your Powerpoint presentation with: (1) a list of recommended resources for learning more and (1) a list of recommendations that you would give a colleague who was going to carry on your work.

5. Critical Self-reflection papers. (5 points each for total of 30). The purpose of these short essays are to help you critically engage the readings and apply them to your own professional experiences and development as a social justice consultant/advocate. End your reflection with one burning question that you want to discuss in class. Late self-reflections will not be accepted.

Grading
Grading scale for graduate students (no D for Grad Students):
>   90-100% = A
>   80 – 89% = B
>   70 – 79% = C
>   Below 70%= E

*Late papers/ presentations will be penalized 10% at the beginning of the class period and another 10% for each 24 hours following.

Attendance Policy and Excused Absenses

You are expected to attend every class and be prepared to contribute substantially to the learning community. *More than one absence (excused or unexcused) will result in a deduction of 10 points from the final grade. More than two absences will result in the student being asked to withdraw from the course.*

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability (boilerplate)

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Tentative Course Schedule (subject to changes and adjustments)

Date	Topic	Learning Activities Due
1/15	What is Social Justice and What does it Mean For Counseling Psychologists?	Vasquez (2012) Israel (2012) Flores, M.P., De La Rue, L., Neville, H.A. et al. (2014) **Critical Reflection Paper**
1/22	Ethics and Social Justice	**Plan for Building Coaliton/Collaboration with your Community/Agency** Toporek, Kwan, & Roberts (2012) **Critical Reflection Paper**
1/29	Theory: Social Construction	Philogène (2012) **Critical Reflection Paper**
2/5	Theory: Feminist Frameworks	Eagly & Riger (2014) **Critical Reflection Paper**
2/12	Theory: Critical Theory and Liberation Psychology	Burton & Kagan (2009) Jimenez-Dominguez (2009) Portillo, N. (2012). Prilleltensky, & Nelson G. (2013). **Critical Reflection Paper**
2/19	Theory: Intersectionality	Cole (2009) Cho, Crenshaw, & McCall, L. (2013) **Critical Reflection Paper**
2/26	Collaborative Research skills: Needs assessment and intervention planning	Benkofske & Heppner (2008)
3/5	Collaborative Research skills: Conducting an Evaluation	Jacobs & Goldberg (2009)
3/12	Intervention strategies: Prevention	Bond & Hauf (2007) Kenny & Medvide (2013).
3/19	Spring Break	
3/26	Intervention Strategies: Consciousness-Raising and Empowering Communities	Cattaneo & Chapman (2010). Montero (2009)
4/2	Intervention Strategies: Political Advocacy	Pieterse, Hanus, & Gale (2013)
4/9		Case Presentation and Discussion
4/16		Case Presentation and Discussion
4/23		Case Presentation and Discussion
4/30		Case Presentation and Discussion **Final Paper Due**