

Chi Sigma Iota Advocacy Projects: Theme A, Objective 7

Listed below are fourteen (14) advocacy projects designed to achieve this objective. These projects were submitted to the CSI Advocacy Committee and/or the ACES Advocacy Network by counselor educators identified as incorporating the teaching of advocacy in masters and doctoral level Professional Orientation courses. These projects/activities may be replicated for inclusion into appropriate courses. To view the specific activities associated with each project along with detailed plans for infusion into counselor education courses click on one of the project titles listed below:

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1. Advocacy through Consultation with a Community/Agency

This activity might be useful for an introduction to counseling course. Counselor advocacy will be the focus of this activity.

Description of the program:

Objectives related to this Advocacy Project/Activity:

- To advocate for professional counseling through demonstrating the competencies and benefits professional counselors provide to agency and client development.
- To learn the skills and process of consultation with a community/agency.
- To provide students with practical experience of theoretical understandings.

Description of the specific activities to meet objectives:

- Students work in groups of 4-5 so a corresponding number of agencies need to be contacted that are willing to have a student group work with them. Examples of agencies used include agencies providing services to the elderly, mental health services for children, economic development services for the general population, etc.
- Students are provided with the project expectations and guidelines in the syllabus and as the semester progresses. Class time is scheduled for group time although much of the work will be done outside of class.
- The process of the project includes:
 - Developing and administering a needs assessment for the agency: with the agency representative and instructors approval collecting data
 - Presenting to the agency representative and to the class the results of the needs assessment and based on that assessment 2-3 possible areas for intervention
 - Developing the goal and strategy or intervention to meet that goal
 - Implementing the intervention
 - Evaluating the outcomes of the intervention (or developing an evaluation plan)

Resources helpful for developing activity:

- This will vary according to the strategy or intervention developed. All groups will need internet access; some will need access to copying documents, and PowerPoint software.

Cost: None

People needed for implementation: Instructor, students working in small groups, and representatives from area community agencies.

Timeline for developing and implementing:

- Deadlines by which each phase of the process should be completed
- Syllabus planning for group time
- Finding agencies willing to work with a student group
- Teaching material development in the consultation process, ie, needs assessment, goal settings, interventions and evaluation

Name of persons and Chapter to be credited with project: Dr. Nancy Sherman, Beta Phi Chapter of Chi Sigma Iota & the Association of Counselor Education and Supervision (ACES) Advocacy Interest Network

2. Counselor Advocacy Project: A Hands-on Approach

This activity might be useful for a counseling seminar course. Counselor advocacy will be the focus of this activity.

Description of the program:

Objectives related to this Advocacy Project/Activity:

- This project is part of a syllabus for a counselor education course.
- The goal is to assist students in learning about advocacy and applying learning through development of an advocacy project.
- Instructions to students on the syllabus include:
 - Students will do a counselor advocacy project that addresses one of the six themes identified on the Counselor Advocacy Leadership Conference Report written by Dr. Tom Sweeney (please see attached).
 - Students will work together in small groups to develop proposals and take some kind of advocacy action in support of counselors.
 - A good source of ideas can come from local counselors in practice.
 - The important thing is to do something to advocate for your chosen profession and not wait for others to do so.

Description of the specific activities to meet objectives:

Advocacy project possibilities include:

- Theme A (Counselor Education) Develop and carry out a simple plan for enhancing the counseling identity and sense of pride for counseling students at Barry University. Write an article to share your ideas and actions with other students and submit it for presentation or publication (Exemplar, Counseling Today, etc.).
- Theme B (Intra-professional Relations) & Theme D (Inter-professional Issues) Develop a collaborative relationship with students from another counseling program in Dade County. Work together to identify local initiatives, organizations, or groups that have limited or blocked employment or practice of professional

counselors or counseling interns. Develop and carry out a simple plan in a sector of Dade County that addresses one of these issues. Write an article to share your ideas and actions with other students and submit it for presentation or publication (Exemplar, Counseling Today, etc.).

- Theme C (Marketplace Recognition) Design and carry out a simple plan to educate a public sector in Dade County that will enhance marketplace recognition for counselors including what it is that counselors do and how they are qualified to provide counseling services. Write an article to share your ideas and actions with other students and submit it for presentation or publication (Exemplar, Counseling Today, etc.).
- Theme E (Research) Design an instrument to assess the impact of CACREP accreditation on counseling effectiveness in the state of Florida. Conduct a pilot study with your instrument. Write an article to share your ideas and actions with other students and submit it for presentation or publication (Exemplar, Counseling Today, etc.). Design an instrument that compares counselors' salaries with those of other service providers in Dade County. Conduct a pilot study with your instrument. Write an article to share your ideas and actions with other students and submit it for presentation or publication (Exemplar, Counseling Today, etc.).
- Theme F (Client/Constituency Wellness) Identify barriers as well as strategies that can assist clients to become better self-advocates in Dade County. Develop and carry out a simple plan in a sector of Dade County that informs clients of how to use these self-advocacy strategies. Write an article to share your ideas and actions with other students and submit it for presentation or publication (Exemplar, Counseling Today, etc.).

Resources helpful for developing activity: CSI Advocacy website <http://www.csi-net.org>

Cost: None

People needed for implementation: Instructor and students working in small groups.

Timeline for developing and implementing activity: Time needed to develop the syllabus, incorporate this assignment and evaluate the outcomes of the activity.

Name of persons and Chapter to be credited with project: Scott Gillig, Faculty Advisor, Beta Upsilon Chapter, Barry University

3. Advocating for our Profession: Counseling Awareness Month

This activity might be useful for a counseling seminar course. Counselor advocacy will be the focus of this activity.

Description of the program:

Objectives related to this Advocacy Project/Activity:

- Discuss importance of educating the public about the counseling profession
- Provide an opportunity for students to interact and educate the public about the counseling profession.

Description of the specific activities to meet objectives:

- Chi Sigma Iota members sponsor an activity for Counseling Awareness Month (April).
- Generally, the students set up a table in the lobby of the College of Education building with counseling brochures, Chi Sigma Iota information, and other counseling related materials for several days during the month.
- In addition, counseling students and faculty wear blue ribbons to represent counseling and their willingness to respond to questions about counseling and mental health.

Resources helpful for developing activity:

- American Counseling Association www.counseling.org
- CSI Advocacy website <http://www.csi-net.org>
- National Board of Certified Counselors www.nbcc.org.

Cost: Copying and blue ribbons

People needed for implementation: Instructor, counseling faculty, and students.

Timeline for developing and implementing activity: Need to get permission from College to set up table in lobby.

Name of persons and Chapter to be credited with project: Dr. Fran Mullis, Georgia State University, Chi Epsilon Chapter of Chi Sigma Iota.

4. School Counseling Professional Advocacy Project

This activity is designed for an Orientation to Professional School Counseling course. This activity focuses on Counselor/Professional advocacy.

Description of the program:

Objectives related to this Advocacy Project/Activity:

CACREP School Counseling Standards Addressed:

- Strategies of leadership designed to enhance the learning environment of schools.
- Advocacy for all students and for effective school counseling programs.
- Coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students.
- Identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies.

Description of the specific activities to meet objectives:

In conjunction with information we cover from the Rye & Sparks text, you will be required to participate with a group to create a professional advocacy project using the Rye & Sparks model. Each group will function as a team. Duties that will be expected of each team include composition of a vision/mission statement for your group, a statement of your core values surrounding the profession of school counseling, identification of critical needs regarding the advancement of the school counseling profession, the development and implementation of an action designed to meet the aforementioned need(s), and an evaluation plan for the project.

Examples of possible projects include in-service training in local schools, a public service campaign or outreach to current teacher education and administration students in the School of Education. The only definite expectation is that your group incorporates the national standard of the American School Counseling Association into your project. The project must be presented in your electronic portfolio. The project will be evaluated on creativity, impact, thoroughness, organization, neatness, professionalism, demonstrated understanding of the concepts central to the Rye & Sparks model and the national standards, and the involvement of all group members.

Resources helpful for developing activity: American School Counseling Association website www.schoolcounselor.org and CSI Advocacy website <http://www.csi-net.org> ; Rye, D. R., & Sparks, R. S. (1999). Strengthening K-12 school counseling programs: A support system approach (2nd ed.). Philadelphia, PA: Accelerated Development.

Cost: Variant, depending on project.

People needed for implementation: Instructor and students working in small groups.

Timeline for developing and implementing activity: Students develop projects each semester the course is offered.

Name of persons and Chapter to be credited with project: Dr. Laurie A. Carlson, Colorado State University, Chi Sigma Chapter of Chi Sigma Iota

5. Counselor Advocacy through Legislative Influence

This activity would be appropriate for a counseling orientation course and/or an internship course. This focus for this activity will be counselor advocacy.

Description of the program:

Objectives related to this Advocacy Project/Activity:

- Students will write letters to legislative bodies, and become involved in states' legislative processes.

Description of the specific activities to meet objectives:

- Over the course of the semester, students will write 3 letters related to legislative action. They will need to get on listserves and check ACA and state counseling association websites to become aware of the need for various legislative actions.
- Encourage the students to pursue legislative actions that provide reimbursement for counselors' services, and promote counselors' rights to practice within the limits of their training (e.g., counselors' rights to use assessment instruments), how to interact with government officials, testifying at hearings, litigation, letter writing, and constituent contact.
- Additional means of legislative advocacy are: presenting research results and technical information, informing members of organizations about legislative activities, entering into coalitions with other organizations, talking with the press and media, helping to draft legislation, and grassroots lobbying efforts.

Resources helpful for developing activity:

- Contact information for local and state representatives
- Familiarity with legislative related issues
- An outlet for finding out about relevant legislative information and/or access to the ACA website on public policy and legislative issues (<http://www.counseling.org/public/index.htm>)

Cost: None

People needed for implementation: Instructor and counseling students.

Timeline for developing and implementing:

- Obtain information and resources you can share with students concerning legislative issues (e.g., know how to sign up for various listservs that will update students on legislative issues, be aware of counseling organization resources that will apprise students of legislative developments, etc).
- Have information available on how to write a letter related to legislative issues (on ACA's website they have information related to drafting letters on various legislative issues).

Name of persons and Chapter to be credited with project: Victoria E. White, Youngstown State University, Eta Chapter of Chi Sigma Iota & the Association of Counselor Education and Supervision (ACES) Advocacy Interest Network.

6. Developing a Counseling Identity: What are You About?

This activity would be useful in a Counseling Orientation, as well as an Internship Courses. Counselor advocacy will be the focus of this activity.

Description of the program:

Objectives related to this Advocacy Project/Activity:

- Students will use the term "counselor" consistently, not allowing themselves to "pass" as members of professions such as psychology or social work.

Description of the specific activities to meet objectives:

- Instruct the students to role-play how they will describe themselves, as counselors, to others, in both a professional and personal arena.
- Assist the students in developing a formal statement, as counselors, of what they believe about human change and the helping process.
- Students are given questions that people might ask them and are asked to role-play responses (e.g., "but how are you different from a psychologist?", "aren't you just like a social worker?", "you mean like a guidance counselor?", "do you give people advice?", "can't anyone who works in mental health call themselves a counselor?", "how do you help people?" etc.).

Resources helpful for developing activity:

- The above mentioned list of questions for students to role-play.
- Students should have some knowledge of the counseling profession to help them in answering the questions.

Cost: None

People needed for implementation: Instructor and counseling students.

Timeline for developing and implementing:

- About 10-30 minutes of class time

Name of persons and Chapter to be credited with project: Victoria E. White, Youngstown State University, Eta Chapter of Chi Sigma Iota & the Association of Counselor Education and Supervision (ACES) Advocacy Interest Network

7. Increasing Public Understanding of the Counseling Profession through Professional Advocacy Initiatives

This activity could be utilized in an orientation to counseling course and/or internship course. Counselor advocacy is the focus for this activity.

Description of the program:

Objectives related to this Advocacy Project/Activity:

- Students will identify how they can engage in public presentations and activities, interact with various news and radio shows, write articles for various publications outlets (e.g., local newspapers, counseling association and division newsletters, etc.), and otherwise share information with press outlets.

Description of the specific activities to meet objectives:

- Students will discuss ideas for public presentations, publication outlets, etc.
- Students will develop a concrete activity (e.g., writing an article for a local paper, or a local counseling newsletter, providing a short public presentation about counselors and what we do, etc.) related to educating the public about what counselors do
- Students will implement their ideas and projects.

Resources helpful for developing activity:

- Any resources associated with the students' designated activity.

Cost: None

People needed for implementation: Instructor and counseling students.

Timeline for developing and implementing:

- The instructor should be familiar with the variety of ways publics can be educated and informed. It would also be helpful for instructor to be familiar with publication outlets in different counseling associations and divisions.

Name of persons and Chapter to be credited with project: Victoria E. White, Youngstown State University, Eta Chapter of Chi Sigma Iota & the Association of Counselor Education and Supervision (ACES) Advocacy Interest Network.

8. Marketing and Professional Advocacy

This activity would be useful in a course the covers the orientation to the counseling profession. Counselor Advocacy will be the focus for this project.

Description of the program:

Objectives related to this Advocacy Project/Activity:

- Students (individually or in small groups) will create a clear and comprehensive statement, which defines “counselor identity” (what is a counselor?) and explains the “counseling model” (what does a counselor do?).
- Students (individually or in small groups) will create an oral presentation or a brochure, in which they will describe and explain the benefits of the counselor identity and the counseling model, to be presented to a local PCP office.
- Students (individually or in small groups) will contact a local PCP office (Pediatric Medicine, Internal Medicine, or Family Medicine) and will deliver the oral presentation or the brochures to the practitioners in that office.

Description of the specific activities to meet objectives:

- Students will research the history of counseling and the current conceptualizations of “counselor identity” and the “counseling model.”
- Students will debate and discuss these conceptualizations, especially comparing counseling to other “helping professions.”

- Students will create their comprehensive statement (Objective A) and will defend it to the class and professor.
- Students will create their oral presentation or brochure (Objective B).
- Students will contact local PCPs and schedule delivery.
- Students will deliver oral presentation or brochure (Objective C)
- Students will discuss/process this experience with the class.

Resources helpful for developing activity:

- Students will require access to reference materials.

Cost: None

People needed for implementation: Instructor and students working either individually or in small groups.

Timeline for developing and implementing: Assignment can be completed in one (1) semester.

Name of persons and Chapter to be credited with project: Scott Baker, Kent State University, Kappa Sigma Upsilon Chapter & the Association of Counselor Education and Supervision (ACES) Advocacy Interest Network

9. Incorporating Professional Advocacy into the Human Growth and Development Curriculum

This activity might be useful for a human growth and development or lifespan course. Counselor advocacy will be the focus of this activity.

Description of program:

Objectives related to this Advocacy Project/Activity:

- Students will take part in an exploration and investigation of the definitions of counselor identity and the roles of a professional counselor.
- Students will formulate clear definitions of counselor identity and the roles of a professional counselor.
- Students' formulations of the definitions of counselor identity and the roles of professional counselors will serve as a foundation for learning and application throughout the course.

- Students will gain an understanding of the process of advocating for the profession.
- The CACREP Standard (II-K-3), addressing the knowledge and understanding requirements for Human Growth and Development, will be incorporated within this activity. Students will gain an understanding of how to incorporate the required knowledge bases per this standard as professional counselors within the overall society and within particular clientele. In addition, students will be able to identify ways in which to advocate for the profession specifically related to the professional counselor's roles and work related to Human Growth and Development concerns among the general public and in practice.

Description of the specific activities to meet objectives:

- Students will explore and investigate definitions of counselor identity and the roles of a professional counselor by interviewing professional counselors and counselor educators in the field, consulting literature on counselor identity, and reviewing the American Counseling Association's (ACA) definitions and mission statements on counselor identity and professional counselor roles. Upon completion of these investigations, students will present the process and findings of their explorations.
- In small groups, students will create clear definitions of counselor identity and the roles of a professional counselor. These definitions and roles will be discussed within the larger class and a final statement of counselor identity definitions and professional counselor roles will be formulated.
- The end product of definitions and roles will serve as a basis for application throughout the course. That is, during the learning of course material, students will be asked to consider how Human Growth and Development issues are applicable to the counseling profession and to their future roles and identities as professional counselors.
- Students will gain an understanding of the process of advocating for the profession through literature reviews, interviews with professionals, and websites. Students will work in small groups to devise a brief plan of advocating for the profession. These plans will be presented to the entire class.
- CACREP Standard (II-K-3) knowledge and understanding requirements for Human Growth and Development (II-K-3) will be incorporated into this activity in the following ways: a) students will consider how professional counselors are called to incorporate these knowledge bases into practice and into the general public and b) students will develop strategies in advocating for the counseling profession by considering ways in which to inform and educate the public about their counseling roles as related to Human Growth and Development issues. More specifically, small groups of students will be assigned to one of the five

CACREP knowledge/understanding requirements. As a group they will be instructed to identify ways in which professional counselors are called to incorporate these knowledge bases within the overall society and within particular clientele. In addition, the group will be called to identify ways in which they will advocate for the counseling profession and for professional counselors as related to the professional counselor's roles in working with Human Growth and Development issue in practice and in serving the general public.

- CACREP Standard (2001) II-K-3 is as follows:

Human Growth and Development - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

A. theories of individual and family development and transitions across the lifespan;

B. theories of learning and personality development;

C. human behavior including an understanding of developmental crises, disability, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

D. strategies for facilitating development over the lifespan; and

E. ethical and legal considerations.

Resources helpful for developing activity:

- 2001 CACREP Standards
- References regarding counselor identity
- References regarding advocacy efforts and procedures

Cost: No cost

People needed for implementation: Instructor and students working in small groups.

Timeline for developing and implementing activity:

- The instructor should be familiar with models and literature associated with counselor identity and professional counselor roles. Reference lists should be formulated to be disseminated to class. The instructor should also be acquainted with advocacy efforts and should have references on hand.

Name of persons and Chapter to be credited with project: Jill D. Duba, M.A., Kent State University, Kappa Sigma Upsilon & the Association of Counselor Education and Supervision (ACES) Advocacy Interest Network.

10. Incorporating Group Work and Professional Advocacy into the Doctoral Internship Course

This activity might be useful for a group counseling course, a Masters Practicum course, or an Internship course (Masters or Doctoral level). Counselor advocacy will be the focus of this activity.

Description of the program:

Objectives related to this Advocacy Project/Activity:

- Students will demonstrate group counseling and group leadership skills.
- Students will advocate for the counseling profession and counseling services on a college campus.
- Students will increase their understanding of advocating for the counseling profession.
- The CACREP Standard (II-K-6), addressing the knowledge and understanding for Group Work, will be incorporated into this activity. Students will gain an understanding of how to incorporate the required knowledge based on this standard as professional counselors. Additionally, students will learn ways to advocate for the profession of counseling, while sharpening their group counseling and group leadership skills.

Description of the specific activities to meet objectives:

- Counseling students will select another member in their class to co-facilitate a group.
- Counseling students will work in dyads and select a topic or focus (i.e. healthy relationships, stress management, choosing a college major) for their group.
- Dyads will select a group of college students (i.e. fraternity, sorority, student senate, resident hall assistant) they would like to contact participating in a group experience.
- Dyads will set up a meeting with their instructor once arrangements have been made to conduct group.
- The course instructor and pair of counseling students will review the group process, any handout the students plan to share with the group members and information about how students can advocate for counseling and counseling services on the university campus.

II-K-6 (GROUP WORK) - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

- A. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- B. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;
- C. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- D. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
- E. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;
- F. professional preparation standards for group leaders; and
- G. ethical and legal considerations.

Resources helpful for developing activity:

- 2001 CACREP Standards
- Handouts counseling students will distribute to group members

Cost: Cost for advertising

People needed for implementation: Instructor, students, and groups/organizations on a college campus.

Timeline for developing and implementing:

- The instructor should be familiar with the process of group counseling. It would also be helpful for instructor to be familiar and have some communication with the counseling services on the college campus. Contacting the university counseling center for brochures and accurate information about the service they provide would be important information to share with students. The instructor should also be familiar with literature on advocacy and have references prepared for students.

Name of persons and Chapter to be credited with project: Susan B. Paez, Kent State University, Kappa Sigma Upsilon Chapter of Chi Sigma Iota & the Association of Counselor Education and Supervision (ACES) Advocacy Interest Network

11. Incorporating Professional Advocacy into the Introduction to Community Counseling Course

This activity would be appropriate for a course that focuses on the identity, professional standards, and employment settings of the community counselor. Counselor advocacy will be the focus of this activity.

Description of the program:

Objectives related to this Advocacy Project/Activity:

- Students will learn about mental health agencies in the area and the types of services they provide for the community.
- Students will advocate for the counseling profession and the counseling program in which they are enrolled.
- Students will increase their understanding of advocating for the counseling profession.
- Student will learn about and have the opportunity to demonstrate consultation skills.

Description of the specific activities to meet objectives:

- Counseling students will work with another member of their class on this assignment.
- Counseling students will select two mental health agencies that provide services to the community.
- Dyads will contact the two agencies and schedule a meeting with someone on staff who can inform them of the types of services provided at their agency.
- Dyads will prepare a one page handout (see attachment #1) and will present this information to the class.
- Class presentations will be 15-20 minutes (see attachment #2 for evaluation criteria).
- Students are encouraged to compile and retain all handouts and brochures distributed in class for future reference – possible internship placements.
- This activity is also beneficial for the counseling program – provides updated contact information for mental health agencies in the area.

Resources helpful for developing activity :

- Template for class handout

Cost: None

People needed for implementation: Instructor, counseling students, and representatives from community agencies in the area.

Timeline for developing and implementing activity:

- The instructor should be familiar with community agencies in the area. Knowledge and references on the topic of consultation will be necessary for this activity. The instructor should also be familiar with literature on advocacy and have references prepared for students.

Name of persons and Chapter to be credited with project: Susan B. Paez, M.Ed., Kent State University, Kappa Sigma Upsilon & the Association of Counselor Education and Supervision (ACES) Advocacy Interest Network.

Attachment 1

Name of Mental Health Agency

Contact Person

Address

Phone Number

E-mail Address

Website

Mission Statement

Catchment Area (Cities, Counties, etc the serve)

Types of Clients (Child, Adolescents, Adults, etc)

Typical Presenting Concerns (Grief and loss, Eating Disorders, etc)

Services Provided (Individual, Family, Couples, Groups, etc)

Types of Mental Health Professionals (PCCs, Psychologists, etc)

Fees

Procedures to make a referral:

Are there internship opportunities at the agency for counselor trainees?

Attachment 2

Grading Criteria for Advocacy Project

CONTENT	16 pts.
<i>Appropriate – Focus is applicable and usable for students.</i>	<i>8 of 16 pts.</i>
<i>Accurate – Information covered indicates that the presenter is informed about the topic and demonstrates thoughtful preparation</i>	<i>8 of 16 pts.</i>
USE OF EFFECTIVE VISUALS	8 pts
<i>Appropriate – Audiovisual aids facilitate the presenter illustrating critical points of information, or assist the class in integrating the information from the presentation</i>	<i>5 of 8 pts.</i>

<i>Creative – Audiovisual aids demonstrate thoughtful consideration of how to integrate audiovisuals, and demonstrate some degree of innovativeness and originality</i>	<i>3 of 8 pts.</i>
QUALITY OF PRESENTATION	6 pts
<i>Appropriate use of language</i>	<i>3 of 6 pts.</i>
<i>Generating class participation</i>	<i>3 of 6 pts.</i>
TOTAL POINTS FOR PROJECT	30 pts

* Permission to submit and adapt this activity from course EDE 629 was given by Kathryn C. MacCluskie, Ph.D. at Cleveland State University in Cleveland, OH.

12. Promoting Counselor Identity

This activity could be helpful in a course that focuses on counseling as a profession, including licensure laws and counselor identity. The focus is on Counselor Advocacy.

Description of the program:

Objectives related to this Advocacy Project/Activity:

- Access the American Counseling Association website. Download the Vision, Mission, and Goals of ACA. Download the History of ACA.
- Define when an occupation becomes a profession. Examine the relationship between the profession and its code of ethics - how does the code address professional behaviors, competency, protection of consumers, etc.
- Access the website or contact the Counseling Board of each state. Identify the education, training, experience, examination, and continuing education requirements to secure and maintain licensure in each state. Explore the portability of state licensure.
- Review the Revised Codes of each state that address the term "Professional Counselor."
- Utilize the Dictionary of Occupational Titles to explore other professions that use the term Counselor. Interview other types of "Counselors" such as credit counselors, weight loss counselors, etc.

Description of the specific activities to meet objectives:

- Each group will be assigned an ACA professional objective (from above) to investigate.
- Each group will explore a variety of resources to secure information concerning the objective.
- Each group will decide the most appropriate and effective manner in which to present the information to the class and to others (i.e., role-play, lecture, round table, interviews, guest lecture, etc.).
- Each group will provide appropriate materials to the entire class.

- Students will combine all materials into a resource and educational guide for those interested in the field of Professional Counseling.
- Students will seek opportunities to present their guides to the community (i.e., education fair, etc.) and will provide information to at least one source (e.g., various publics, consumer groups, etc.).

Resources helpful for developing activity:

- Access to the ACA website
- Copy of ACA Code of Ethics and Standards of Practice
- Access to State regulations for licensure of Professional Counselors
- Access to State laws regarding professions/terminology
- Access to others that hold themselves out as counselors

Cost: None

People needed for implementation: Instructor and counseling students working in small groups.

Timeline for developing and implementing:

- The instructor needs to have information on how to access materials necessary for the students to successfully complete the assignment.
- The instructor needs to have information regarding potential opportunities for students to present this information in a public forum.

Name of persons and Chapter to be credited with project: Rebecca Newgent, University of Arkansas, Rho Alpha Beta Chapter, Alpha Upsilon Chapter at The University of Akron & the Association of Counselor Education and Supervision (ACES) Advocacy Interest Network.

13. Examining the State of the Counseling Profession: The Critical Need for Counselor Advocacy

This activity is appropriate for courses that focus on Orientation to the Counseling Profession, as well as those that cover basic helping skills. This activity focuses on Counselor Advocacy.

Description of the program:

Objectives related to this Advocacy Project/Activity:

- To increase awareness among counselors-in-training about the practicality and relevance of professional advocacy to advancing the counseling profession/counselor identity.

- To make students aware of the importance of professional advocacy efforts to improving and sustaining the individual livelihoods/earning power of counselors.
- To illustrate the relationship among professional advocacy, counselors' benefit, and clients' welfare.

Description of the specific activities to meet objectives:

A. Students will divide into teams to research 2 main areas related to advocacy, to establish the need for advocacy and the benefits of advocacy. (Different and/or additional areas may be added/substituted).

- Identify counselor employment opportunities:
 - o research job potential for counselors in various agencies/organizations/corporations
 - o compare counselor employment opportunities to other related helping professionals (e.g. social workers, psychologists, etc.) in specific environments
 - o compare opportunities for counselors' earning potential to other related helping
 - o professionals (e.g. social workers, psychologists, etc.) in specific environments
- Identify financial benefits of counseling/counselors:
 - o identify unique strengths of counselors in employment (e.g., working from a strengths-based paradigm, developmental approach, preventive emphasis, "cheaper rates" compared to other helping professionals, clinical training, etc.)
 - o identify how counselors specifically benefit clients, third party reimburses, and employers
 - o identify other financial incentives to clients and employers for using counselors' services

B. Each group will assemble a presentation to share what has been learned.

C. Following presentations, students will develop an advocacy action plan to accomplish 2 main objectives:

- To advocate for the counseling profession, and
- To advocate for counselor identity. Students may divide into additional groups to address various aspects of this project (e.g., utilizing media, lobbying for policies and laws benefiting counselors, pursuing third party reimbursers for increased parity in payments/fees for counseling services, investigating unique avenues to promote/"advertise" the counseling profession).

Resources helpful for developing activity:

- A variety of media (newspapers, TV, magazines, billboards, and the Yellow Pages)
- Writing paper and pens
- ACA Code of Ethics
- Access to a telephone(s)

Cost: None

People needed for implementation: Instructor and counseling students working in small groups/teams.

Timeline for developing and implementing:

- Deadlines by which each phase of the process should be completed
- Syllabus planning for group time
- Familiarity with the ACA Code of Ethics

Name of persons and Chapter to be credited with project: Dr. Holly Hartwig Moorhead, University of North Carolina at Greensboro, Upsilon Nu Chi & the Association of Counselor Education and Supervision (ACES) Advocacy Interest Network.

14. Using Debates to Understand Professional Advocacy

This activity may be used in Professional Orientation courses or Counselor as Scientist/Practitioner courses. The focus of this activity is on Counselor advocacy.

Description of the program:

Objectives related to this Advocacy Project/Activity:

- Students will be encouraged to gain access to various sources of political and social information regarding an issue important to the time, or of particular interest.
- Students will practice professional presentation and discourse among professionals of varying helping disciplines and with policy makers and/or lay persons.
- Introduction to ethics (i.e., Kitchener's model of ethics) is also possible.

Description of the specific activities to meet objectives:

- A topic of debate is established early in the semester via class consensus or what the current political climate may suggest.
- Divide class into groups via random assignment. Multiple debates are also possible with smaller groups.
- Have students investigate debating skills/rules while gathering data for their arguments.
- Have groups prepare papers to submit on their data as well as their experience with the project.

Resources helpful for developing activity:

- Resources regarding advocacy topics, procedures
- Resources regarding debates

Cost: None

People needed for implementation: Instructor and students divided up into small groups, randomly assigned.

Timeline for developing and implementing:

- Procedural outline and grading criteria for debates and papers.

Name of persons and Chapter to be credited with project: Keith Mobley, University of North Carolina at Greensboro, Upsilon Nu Chi Chapter & the Association of Counselor Education and Supervision (ACES) Advocacy Interest Network.