

# “Is It Advocacy?” Developing Students’ Social Justice Competence In The Classroom

Social justice competence is a necessary skill for counselors to develop early in their training. Guides exist to better understand what multicultural and social justice competencies are (Ratts et al., 2016), however these guides tend to be vague and do not explicitly note several common behaviors (e.g., movements, social media use) as acts of advocacy. Social justice can be an abstract topic with little clarity on how to put it into practice (Ratts & Hutchins, 2009). “Is it Advocacy?” challenges students to critically consider various social justice-related behaviors and determine if they could be considered advocacy.

SHELBY MESSERSCHMITT-COEN

Central College, Department of Behavioral  
Sciences

---

**Author Note:**

812 University St. Pella, IA 50219

coens@central.edu

<https://orcid.org/0000-0001-9364-7388>

# “Is it advocacy?” Developing students’ social justice competence in the classroom

---

Researchers, scholars, and counselor educators have conceptually defined social justice in multiple ways. Within counseling, social justice can refer to actions a counselor takes to assist clients by participating with the client’s environments through empowerment, advocacy, and social action (Toporek & Liu, 2001). Advocacy can take the form of self-advocacy, individual advocacy, and systems advocacy. Self-advocacy occurs when one advocates in defense of oneself by effectively communicating to others who can change circumstances that contribute to a problem or inequity (Clemens et al., 2011). For instance, a school counselor can clearly and assertively communicate their role to a principal if they are requiring the school counselor to conduct work outside the scope of their professional identity.

Individual advocacy, or client/student advocacy, occurs on an individual basis, such as through direct counseling, but not on behalf of oneself (American Counseling Association [ACA], 2020). This type of advocacy could be a counselor educator helping a student identify systemic barriers to their lived experience, as well as advocating with the student or on their behalf to relevant others who can change circumstances associated with the inequitable experience. Finally, systems advocacy involves advocacy at the community, organizational, or societal level on behalf of or with clients or groups that experience injustice (ACA, 2020). This type of advocacy could be a counselor educator advocating on behalf of counseling students who experience inequitable treatment from university administration by communicating directly with the administration of the negative effects of their inequitable acts. In this paper, *self-advocacy* refers to social justice acts on behalf of the self, while *other-advocacy* is an encompassing term for advocacy with or on behalf of others, either for or with an individual (client/student advocacy) or groups (systems advocacy). All forms of advocacy are required in the work of a counselor educator.

Counselors’ multicultural and social justice competence is an ethical imperative of the profession (ACA, 2014). Social justice competence requires counselors to understand client problems within the context of social oppression and to intervene with oppressive societies contextually and systemically (Ratts & Greenleaf, 2018). The Association for Multicultural Counseling and Development charged a group of scholars to revise the multicultural competencies (Sue et al., 1992) to include social justice competencies as well (Ratts et al., 2016). This revised model, titled the *Multicultural and Social Justice Counseling Competencies* (MSJCC; Ratts et al., 2016), offers a framework that defines multicultural and social justice competencies as attitudes and beliefs, knowledge, skills, and action. These competencies are further understood through various developmental domains, beginning with counselor self-awareness, and ending with advocacy interventions. Given the breadth and depth the authors of this model offer in their work, counselor educators oftentimes include the MSJCC in their pedagogy when fostering students’ counseling competence development. Social justice competence is seen to be

aspirational rather than a definitive, achievable goal to be met (Ratts et al., 2016), therefore continued education in social justice advocacy is crucial.

## **SOCIAL JUSTICE ADVOCACY IN COUNSELOR EDUCATION**

Counselor educators are called to incorporate advocacy training into their pedagogy (ACA, 2014, F.7.c; Field & Baker, 2004; Havlik et al., 2019; Ratts & Greenleaf, 2018; Ratts et al., 2016). These efforts can be accomplished in a variety of ways. Some counselor educators report that they use active learning approaches with students, such as requiring students to enact advocacy actions with real-life stakeholders or through role-playing in the classroom, with the belief that students learn best by doing (Havlik et al., 2019). Some counselor educators reported that these pedagogical approaches are effective in their work of developing advocacy competencies for students (Havlik et al., 2019). Still, more considerations for fostering students' development of advocacy competencies, both conceptually and operationally, can be done. Counselor educators are charged with the challenging task of increasing students' awareness of the breadth of advocacy-related behaviors required to address these various instances (Ratts et al., 2016). The MSJCC offers a foundation for conceptually defining multiculturalism and social justice; yet counselor educators must also challenge students to use the information gleaned from the MSJCC to operationalize advocacy and consider tangible advocacy efforts to enact social change.

### **Challenge of Defining Advocacy in Counselor Education**

Experts note that social justice can be an abstract, philosophical, or theoretical concept in counseling with little clarity on how to tangibly put advocacy into practice (Ratts & Hutchins, 2009). The ACA's *Advocacy Competencies*, initially developed in 2003 (Lewis et al., 2003) and updated in 2018 by Toporek and Daniels (ACA, 2020), provided more concrete guidance to counselors by operationalizing the implementation of social justice advocacy at the client/student, school/community, and public levels. The authors offer strategies using a case study where students are tasked to consider various ways to empower the clients in the case (Ratts & Hutchins, 2009). This guide offers more tangible examples of advocacy compared to other resources, however the example given in the *Advocacy Competencies* is potentially limited in fostering students' social justice competence development in that it focuses on a practicing counselor rather than the various acts a non-practicing counselor (e.g., counselor-in-training, student) may engage with that constitute effective advocacy. This offers an opportunity for counselor educators to challenge their students to consider ways to advocate without working directly with clients as practitioners. Additionally, the *Advocacy Competencies*, while offering more direct ideas of advocacy-related behaviors, are still broad in scope, suggesting ideas such as understanding one's own cultural identity and participating with or facilitating community partners in setting goals (ACA, 2020). Students may still be curious whether other particular behaviors (e.g., taking a social justice course, protesting) are considered acts of advocacy.

Researchers have also considered the ways that students define and operationalize advocacy. For instance, in a qualitative study, researchers asked school counselors to define advocacy

and consider their own beliefs about advocacy. Researchers identified that school counselors conceptually define advocacy as an act that goes over and above typical student needs. Additionally, school counselors operationalized advocacy in a variety of ways, such as letter writing, making phone calls, having conversations with those who can affect students, and “finding ways around the red tape” (Field & Baker, 2004, p. 58). School counselors also noted that the most important social justice behaviors require flexibility or a broad range of skills to deal with different situations, which may elicit a variety of advocacy acts (Field & Baker, 2004). Ultimately, the authors suggest that school counselors must balance self- and other-advocacy, which may result in the “...inability to name specific advocacy behaviors due to a lack of advocacy dialog within their... professional circles” (Field & Baker, 2004, p. 60). With this in mind, counselor educators have an opportunity to challenge students to consider various tangible behaviors in a professional, academic setting.

Counselors and counselor educators understand the importance of advocacy to promote social change, however research is less clear regarding what behaviors constitute self- or other-advocacy. The MSJCC notes that counselors gain insight into what approaches to advocacy are necessary once they are attuned to their own values and beliefs, when they are mindful of their clients’ worldviews, and when they understand social implications of power, privilege, and oppression (Ratts et al., 2016). Students who are beginning or in the process of their graduate training may not yet fully understand these facets, particularly client worldviews without direct practice yet, therefore with this rationale, this insight may not be easily gained until they are practicing counselors. Counselor educators could benefit from better understanding what these necessary approaches may (or may not) specifically look like, from the students’ and the profession’s point of view, so that they may introduce their students earlier in their training to tangible approaches to advocacy. Further, the predisposed ideas of what students perceive to constitute true social justice advocacy may be guided by their preconceived notions of and attitudes toward justice, which could be a barrier to social justice competence development. Current guides and research offer counselor educators with the understanding that social justice competencies, such as advocacy, are crucial components of counselors’ professional identities. However, the subjectivity of and lack of clarity regarding what constitutes an act of advocacy is a limitation to students’ understanding of self- and other-advocacy.

### **“IS IT ADVOCACY?”**

Counselor educators can challenge their students to think critically about what behaviors constitute advocacy. To address this knowledge gap, I created the activity titled “Is it Advocacy?”, which is an active learning approach in which students are challenged to consider a variety of behaviors and interventions that some may consider an act of advocacy, while others may not. A goal of this activity is to challenge students to use their critical thinking to better understand what advocacy looks like. This goal is accomplished by requiring students to consider both subjective as well as objective perspectives. Subjectively, students engage in respectful debate regarding their thoughts, feelings, experiences, attitudes, and beliefs toward many examples of behaviors to determine if, from their perspective, that activity could be considered an act of

advocacy. Objectively, students are challenged to think laterally about their perspectives of these behaviors; students are encouraged to fact-check their opinions and attitudes by finding empirical, scholarly works and supporting theories to validate their inclinations of advocacy. This approach is inspired by lateral learning, which occurs when students search for more information about the trustworthiness of the original source, rather than relying solely on the information given to them on one page (Stanford History Education Group, 2019). Following this activity, the goal is that students have a well-informed understanding of what advocacy can look like in a multitude of situations and contexts.

I have used this activity in an elective course that explores sustainable social justice advocacy in the mental health field. However, this activity can be applied to any course where topics of social justice, multiculturalism, and activism are discussed. The *ACA Code of Ethics (2014)* states that counselor educators are to incorporate multicultural- and diversity-related content into all courses (F.7.c); given the flexibility of this activity to meet the needs of counselor educators' unique pedagogical styles and counseling programs, "Is it Advocacy?" could be appropriate in any course.

### **Description of "Is it Advocacy?"**

This active learning approach is a multi-day activity that challenges students to consider various acts of advocacy. Three class periods of at least 90 minutes per session is sufficient. Depending on the class's comfort with discussing social justice issues, counselor educators may find that more days are needed to meet the goals and objectives of this activity. Days one and two of the activity are typically successive on the course calendar, while day three of the activity occurs later in the semester. On day one of this activity, students are given time to consider the "5W's of Advocacy" by answering the following questions: (1) "Who is an advocate?" (2) "What is advocacy?" (3) "When is advocacy required?" (4) "Where does advocacy take place?" and (5) "Why is advocacy so important?" Students typically answer these questions subjectively, and noting this to students helps them consciously differentiate between their subjective ideas from objective ones for the remainder of the activity.

On day two of this activity, "Is it Advocacy?" opens with various behaviors that most individuals agree would be considered advocacy. These acts are larger movements that consequentially have resulted in clearer social change. For example, students consider whether voting is an act of advocacy. Students are then encouraged to consider both subjective and objective ideas surrounding advocacy and what it means to engage in these behaviors, rather than relying on their opinions or experiences alone (e.g., lateral learning; Stanford History Education Group, 2019). Other behaviors that students consider early in "Is it Advocacy?" include volunteering, climate justice, walk-outs, protests, and movements (e.g., Black Lives Matter, #MeToo). Throughout the activity, I ask follow-up questions and facilitate discussion on the rationale for students' decisions.

As the class moves further into the activity, students are asked to think critically about whether the behavior is an act of social justice advocacy. For instance, students consider whether the use of social media is an act of advocacy. We discuss the use of various hashtags, such as

#BlackLivesMatter, #MeToo, #LoveWins, and more. Students consider when the use of such hashtags is considered advocacy. I ask students, “is it advocacy if someone shares a post with the hashtag in it, although they did not write it themselves?” or, “is it advocacy if they share one’s personal experience with the content related to the hashtag in an original post?”

Another example from social media that we discuss is the ALS Ice Bucket Challenge. When introducing certain social justice movements to students (e.g., Ice Bucket Challenge, GameStop stock movement), I take time to share information about the movement with students through news articles, videos, and more, so that students can have a more informed discussion around it. For instance, I explain to students that the ALS Ice Bucket Challenge was a social media movement to fundraise for The ALS Association, which supports research to better understand treatment and prevention for Lou Gehrig’s disease. This movement resulted in over \$115 million raised in donations, increasing the ALS Association’s funding for research around the world by 187% (ALS Association, 2019). Students are asked to consider, “Is it advocacy if someone completed the Ice Bucket Challenge and posted their video on social media, but they did not donate money or nominate someone else to complete the challenge?” or “Is it advocacy if someone completed the Ice Bucket Challenge and did not donate financially, but someone that they nominated did financially donate?” These conversations typically result in divided thoughts on what the threshold of advocacy is when using social media. The activity continues until sufficient time remains (10-15 minutes) in the class period to close out the activity with some reflection. Students are asked to journal independently in class about how their idea of advocacy has adjusted throughout the activity. For instance, did the student’s idea of advocacy change, or did this activity solidify their ideas? I also allow space for students to ask follow-up questions to the class as they finish day two of the activity.

Later in the semester, we revisit “Is it Advocacy?” for a third day of the activity. Typically, day three of “Is it Advocacy?” occurs somewhere around two to three months after day two of the activity. I leave space between the activity days to allow students to build more objective ideas around advocacy through course content such as class lectures, required readings, cultural immersion experiences, service learning, and research papers. The goal is that students have a more educated idea of the breadth of behaviors that could constitute acts of advocacy, which can inform their critical thinking process during the activity. The class can revisit a few examples from earlier in the semester to see if students’ ideas have changed from day two of the activity. For instance, at this later point in the semester, students have discussed the three types of advocacy: self-advocacy, individual advocacy, and systems advocacy. As such, I have noticed that students are able to recognize acts of self-advocacy more efficiently compared to the beginning of the semester. For instance, when students were asked about the use of social media hashtags in the early part of the semester, they might not recognize sharing one’s personal experience with the content related to the hashtag in an original post as an act of advocacy due to this being perceived as “selfish” or not benefiting others directly. Later in the semester, students might recognize that if the individual is advocating on behalf of themselves to another person or group who can implement social change, this is indeed an act of advocacy (i.e., self-advocacy).

Following the recap discussion, I introduce students to more nuanced and complex behaviors. When students are asked whether the behavior is an act of advocacy, the response is typically “it depends.” For instance, students are asked about the use of books as an act of advocacy. Students consider different instances when book reading and writing may be an act of advocacy. I might ask, “Is it advocacy if you read children’s books with diversity-related content in it, such as *The Hips on the Drag Queen Go Swish, Swish, Swish* (Lil Miss Hot Mess, 2020), to your kids?” or “Is it advocacy if you read books, such as *The Hate U Give* (Thomas, 2017), *How to be an Antiracist* (Kendi, 2019), or *Pedagogy of the Oppressed* (Freire, 1970, 2018) independently with the intent of developing a greater understanding of diversity-related issues?” or “Is it advocacy if you participate in a book club over these books with diversity-related or social justice-related content?” Students typically agree that authoring a book on such content is an act of advocacy, however decisions are more divided when discussing these other questions.

The “Is it Advocacy?” activity asks students to consider the following tangible acts: voting, climate justice, volunteering, certain social justice acts (e.g., walk-outs, protests, wearing merchandise), social media use (e.g., hashtags, participating in social media movements), movements (Black Lives Matter, MeToo, FreeBritney, GameStop stock movement), music, education, books, reaching out to politicians, a business that advocates for certain human rights (e.g., Pride Month), celebrity advocacy, and silence (e.g., Blackout Day 2020; GLSEN Day of Silence). Ultimately, students decide if these behaviors are acts of advocacy or not, providing an educated rationale as to how they formulated this judgment. Students are given the opportunity to explore the real-world implications of having such differing views and ideas of what advocacy truly is.

### **“Is it Advocacy?” in Counselor Education**

This activity is applicable to counselor education in various ways. For instance, counselor education programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) are expected to train their students in areas such as social and cultural diversity, as well as discuss, “strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination” (CACREP, 2016, p. 10). “Is it Advocacy?” addresses this standard practice in counselor education by introducing such strategies to students and encouraging them to think critically about each behavior. Counselor educators interested in implementing this activity in their classroom have a handful of resources available to them to customize this discussion-based activity to the needs of their unique program. For instance, counselor educators should be up to date on current issues that are calling mental health professionals to act at the local, statewide, national, and global levels. Staying engaged with various media outlets (e.g., news sources, podcasts, music, books) and participating in frequent professional development opportunities (e.g., attending professional conferences offered by ACA and the Association of Counselor Educators and Supervisors [ACES]) will enhance awareness of social justice issues. By using these resources, counselor educators model social justice competency development to their students, which is an effective pedagogical approach along with active learning approaches (Havlik et al.,

2019). Also, being up to date on current advocacy competencies is an ethical imperative (ACA, 2014, C.2.f) that is crucial for counselor educators' own professional development, as well as in the facilitation of activities such as "Is it Advocacy?" that challenge students to consider their level of social justice competence. Counselor educators should consider a variety of resources, such as the ones listed above, to cater this activity to the unique needs of their counseling programs.

Counselor educators who incorporate "Is it Advocacy?" into their pedagogy can consider ethical guidelines, as well as potential impacts this activity can have on the classroom. "Is it Advocacy?" is an activity that supports the *ACA Code of Ethics*' (2014) statement that counselor educators embed material related to multiculturalism and diversity into all courses (F.7.c), and this activity fosters students' understanding of diversity-related issues that need advocacy. Additionally, the *ACA Code of Ethics* states that counselors must communicate diversity-related content in a way that is developmentally and culturally appropriate (ACA, 2014, A.2.c.). Counselor educators must consider the developmental level of their students to determine the best approach to having students think critically about various behaviors and advocacy. For instance, a first-year master's student may have different needs than a doctoral student. "Is it Advocacy?" is a developmental approach in that it has multiple sessions of the activity over time, allowing for students to grow in their social justice competence before advancing in the activity. Further, the *Code of Ethics* states that counselor educators must practice only within the limits of their competence based on their education and training (ACA, 2014, F.7.b) and that multicultural competency is required across all counseling specialties (ACA, 2014, C.2.a). As such, counselor educators must ethically consider their ability to navigate a conversation around certain acts of advocacy and develop their skills as need be. However, given that multicultural competence is an expectation, and new standards of multicultural competence include social justice competence as well (Ratts et al., 2016), counselor educators should use their past education and training to incorporate "Is it Advocacy?" into their courses, while furthering their social justice competence through resources suggested earlier.

Counselor educators must consider the possible impact of this activity on students' personal and professional development and be prepared to navigate those conversations in a large-group setting. Some students may connect more personally with certain acts of advocacy discussed, therefore counselor educators should set the expectation of respectful dialogue before engaging in the activity. Counselor educators should also be prepared to offer external resources for students who may have a difficult time due to the activity. Counselor educators can work through such issues by empowering students to resolve their conflicts together in the classroom through restorative justice practices (Winn & Winn, 2021). "Is it Advocacy?" has great potential to positively impact students' understanding of self- and other-advocacy, and counselor educators must be mindful of the varied effects that some students may experience during these difficult conversations.

### **Evaluating the Effectiveness of "Is it Advocacy?"**

"Is it Advocacy?" was created with developmental ideals in mind. Multicultural and social justice competence must first begin with internal reflective work of the counselor (Sue & Sue,



2013). This activity is incorporated at the beginning of the semester (before students engage in this self-reflective work in the academic setting) and again at the end of the semester (after course content that discusses social justice-related constructs, as well as intrapersonal and interpersonal activities to practically apply such content). The activity's adherence to this theory indicates its success for students from a developmental standpoint.

From a subjective viewpoint, I observed students develop their understandings of what advocacy is from a broadened perspective, particularly acknowledging that self-advocacy does indeed constitute an act of advocacy, in that student learning outcomes (SLOs) of the course were met and or exceeded. SLOs for the course included: (a) increased awareness, knowledge, and skills related to social justice, (b) creating action plans to serve the mental health needs of an underserved population, and (c) development of students' social justice identities. The author recognized students applying the critical thinking skills implemented during "Is it Advocacy?" in other practical activities, such as evaluating behaviors of a college's institutional advocacy organization, creating a comprehensive social justice action project of their own, and engaging with community partners through service learning.

Objectively, students' anonymous evaluations indicated that activities such as "Is it Advocacy?" challenged them to think (85% strongly agree or agree) and enhanced their learning (62% strongly agree or agree). Students reported that they participated in "a lot of great self-reflecting assignments" such as "Is it Advocacy?" that helped them understand their "place as an advocate." Further, students reported the activity "made me challenge my preconceived notions of what advocacy really means and how to truly be an advocate." There are ample opportunities to continue to assess the effectiveness of "Is it Advocacy?" and this feedback from students, as well the author's my observations, suggest that this activity is useful to meet the objective of developing social justice competence and awareness of what acts constitute advocacy.

## IMPLICATIONS

"Is it Advocacy?" can be developed further. For instance, future research can address in a generalizable population the effectiveness of activities such as "Is it Advocacy?" that develop students' social justice competence. Research conducted on a broader scale can find the significant impacts of these activities to empirically support these types of pedagogical strategies. Another important consideration is the diverse identities and lived experiences of the students who participate in this activity. At my institution, students primarily identify with dominant cultures (e.g., white, housing secure, cisgender, heterosexual), therefore my objective and subjective reports may be limited in scope. Although students acknowledge and examine these privileges in class, I hope to incorporate this activity into future spaces beyond my homogenous institution, such as at statewide, regional, and national workshops or conferences, in order to better understand the impact of such an activity on students who do not have primarily privileged identities and experiences. In addition, my institution is exclusively synchronous, and the college does not offer asynchronous or online learning options. Therefore, it will be important to consider the possible effectiveness of "Is it Advocacy?"

for asynchronous learners. Counselor educators who attempt this activity asynchronously could offer valuable insight into the effectiveness of these discussions through a different pedagogical approach. Finally, as events at the local, statewide, and national level continue to occur (e.g., mass shootings, passing of laws, social movements), the activity will continue to be updated to stay current with the needs of the underrepresented groups. “Is it Advocacy?” cannot be a stagnate activity that is incorporated in the same way each semester, and counselor educators should continue to examine the effectiveness of this activity as they explore new, current topics and events.

As other counselor educators implement activities similar to “Is it Advocacy?” we might better understand how this approach translates into multiple counselor education spaces. Counselor educators with various specializations, trainings, and cultural backgrounds may apply this activity differently with their students, all with the same intent of fostering students’ social justice competence development by encouraging students to reconsider their typically limited frame of how self- and other-advocacy can be implemented. The field of counseling and counselor education has vital resources available to understand multicultural and social justice competence (ACA 2020; Lewis et al., 2003; Ratts et al., 2016; Ratts & Hutchins, 2009), and activities such as “Is it Advocacy?” can further equip students to consider tangible behaviors as acts of self- and other-advocacy.

## References

---

- ALS Association. (2019). Ice bucket challenge dramatically accelerated the fight against ALS. *ALS Association*. Retrieved from <https://www.als.org/stories-news/ice-bucket-challenge-dramatically-accelerated-fight-against-als>
- American Counseling Association [ACA]. (2014). *2014 ACA code of ethics*. Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- American Counseling Association [ACA]. (2020). *ACA advocacy competencies: Endorsed by ACA 2003 (Lewis, Arnold, House & Toporek) and updated in 2018 (Toporek & Daniels)*. Retrieved from <https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-updated-may-2020.pdf>
- CACREP. (2016). 2016 CACREP standards. *Council for Accreditation of Counseling and Related Educational Programs*. Retrieved from <http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf>
- Clemens, E. V., Shipp, A., & Kimbel, T. (2011). Investigating the psychometric properties of school counselor self-advocacy questionnaire. *Professional School Counseling, 15*(1), 34-44. doi:10.1177/2156759X1101500101
- Freire, P. (1970, 2018). *Pedagogy of the oppressed: 50<sup>th</sup> anniversary edition*. New York, NY: Bloomsbury Publishing.
- Havlik, S. A., Malott, K., Yee, T., DeRosato, M., & Crawford, E. (2019). School counselor training in professional advocacy: The role of the counselor educator. *Journal of Counselor Leadership and Advocacy, 6*(1), 71-85. doi:10.1080/2326716X.2018.1564710
- Kendi, I. X. (2019). *How to be an antiracist*. New York, NY: Random House Publishing.
- Lewis, J. A., Arnold, M. S., House, R., & Toporek, R. L. (2003). *ACA advocacy competencies*. Retrieved from [https://www.counseling.org/Resources/Competencies/Advocacy\\_Competencies.pdf](https://www.counseling.org/Resources/Competencies/Advocacy_Competencies.pdf)
- Lil Miss Hot Mess. (2020). *The hips on the drag queen go swish, swish, swish*. New York, NY: Running Press Kids.

- Ratts, M. J., & Greenleaf, A. T. (2018). Multicultural and social justice counseling competencies: A leadership framework for professional school counselors. *Professional School Counseling, 21*(1b), 1-9. doi:10.1177/2156759X18773582
- Ratts, M. J., & Hutchins, A. M. (2009). ACA advocacy competencies: Social justice advocacy and the client/student level. *Journal of Counseling & Development, 87*, 269-275. doi: 10.1002/j.1556-6678.2009.tb00106.x
- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development, 44*, 28-48. doi: 10.1002/jmcd.12035
- Stanford History Education Group. (2019). *Students' civic online reasoning: A national portrait*. Retrieved from <https://purl.stanford.edu/gf151tb4868>
- Sue, D. W., Arredondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Multicultural Counseling and Development, 20*, 64-88. doi:10.1002/j.2161-1912.1992.tb00563.x
- Sue, D. W., & Sue, D. (2013). *Counseling the culturally diverse: Theory and practice* (6th ed.). Hoboken, NJ: Wiley.
- Thomas, A. (2017). *The hate u give*. New York, NY: HarperCollins Publishers.
- Toporek, R. L. & Liu, W. M. (2001). Advocacy in counseling: Addressing race, class, and gender oppression. In D. B. Pope-Davis & H. L. K. Coleman (Eds.), *The intersection of race, class, and gender in multicultural counseling* (2nd ed., pp. 165-188). Thousand Oaks, CA: Sage Publications
- Winn, M. T., & Winn, L. T. (2021). *Restorative justice in education: Transforming teaching and learning through the disciplines. Race and education series*. Cambridge, MA: Harvard Education Press.