CCE 851- Social Justice and Inclusion in Context

1- Course objectives

The course will help students to;

- understand social justice approaches for counsellors
- explore the role of legislation, ethical practice, and personal biases for social justice in the local context
- establish links between identity format*ion, social justice, and inclusion*
- review existing approaches to social justice in the developed context for their relevance to the contemporary context and various settings

2 - Course Outline

Week	Topics	CHs
1	Introduction to social justice and professional practice links Orientation to connections between • Social justice and self-identity development • Inclusion/exclusion, equity/equality issues • Role of our biases	3
2	Legislation, frameworks, guidelines and social justice (for example, work harassment policy, disability acts, child labour laws, HEC guidelines for harassment), equity and equality in the Pakistani constitution	3
3	Ethics in practice to ensure social justice • APA ethics for psychologists • National Career Development Association Ethics • Ethics to overcome biases	3
4	Social justice and practice • Debates in social justice in practice of career development practitioners • Social justice and careers education • Social justice as a counseling concern	3
5	New models and approaches • Integrating social justice in group work • Emerging practices to support unemployed adults	3

6	Identity development in context • Identity development and its factors • 7Theories of identity development (sociological, community and psychological perspective), vs. role confusion • Social psychology of identity formation • Oppression, identity and exclusion • Thematic map on identity formation, sources, inclusion and exclusion	3
7	Social Justice and Practice issues • Brief reflection on "My Identity" as a counsellor/practitioner and role in social justice • Social justice in counseling • Social justice change • Practicing social justice for inclusion	3
8	Identity development and well-being (viewing client's identity as a center point) • Vocational identity, personality development and well-being • Identity and mental health • Positive identity and positive youth development	3
9	MIDS	
10	Social Justice (principles, models, strategies) • Models and theories of social justice and inclusions • Career guidance, counseling, social justice, advocacy • Social justice and disability • Issues poverty, gender-based violence, entrepreneurship and social inclusion	3
11	Comparative cultural social justice practice case study analyses	3

12	Inclusion/exclusion, social justice and career guidance • Career guidance, social justice and reducing inequalities • Application on the perspective on gender, race and ethnicity, disability, minorities, transgender, intercultural, socioeconomic issues leading to inequality.	3
13	Social justice focus (individual to community) • Reshaping client stories • Community approaches	3
14	Inclusive education: Approach to achieve social justice • Enhancing social justice by promoting prosocial values in career development interventions • Enhancing social justice by advocacy skills • Transformative leadership role for inclusion and social justice • Role of civil society	3
15	Cultural limitations Context and social justice • Organizational management for social justice • Social justice approach to disability in higher education • A View of social justice in a multicultural society	3
16	Review of inclusion and social justice practice portfolio Portfolio is a maintained file having information compiled throughout the semester on social justice, inclusion and role of career guidance practitioners and counselors for • Needs assessment • Intervention plans • Intervention models	3
17	Revision and conclusion	3
18	FINAL EXAMS	
	Total Credit Hours	48

Practice under the course

Compulsory for students: Maintenance of reflection course logbook

After each session, students should write a note about their observations of the variables in their context that have adverse or positive impacts on creating social justice, biases and barriers, individual and society action and their possible contribution. A completed logbook shall be submitted by the end of the semester. The typed pieces of reflective thoughts shall be circulated anonymously amongst the students to highlight attitudinal barriers to social justice and strategies for breaking it through ethical practice.

Self-identity and socio-cultural influences (reflection and discussion), personal and professional identity (reflection and group discussion), identification of client perspectives of identity, oppression, exclusion and well-being in career counseling/counseling narrative, exploration of perspectives on social justice and inclusion advocacy plan, exploration of social justice perspectives and strategies of educational and workplace leaders, social justice and inclusion works in context.

3 - Learning outcomes

By the end of this course, students will be able;

- recognize and discuss social justice approaches for counsellors critically explain the links between legislation, ethical practice, personal biases, and contextual realities in social justice through the course log book/portfolio, exercises, reviews, and discussions

- demonstrate links of identity formation, social justice, and inclusion for ethical practice in the local context

- evaluate the usefulness of social justice approaches in the developed contexts for relevance and suitability to the local/national context.

4 - Readings/ Key References

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15. Hays, et,. al. (2010). Integrating social justice in group work: The next decade. *The Journal for Specialists in Group Work*, 35(2), 177-206.

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Note: Research in Social Justice Teaching: Research paper on *The Social Justice Practicum in Counseling Psychology Training by Hagee et al. (2020) published in Training and Education in Professional Psychology* is compulsory for the instructor before taking this course.

5 - Assessments:

As per NUST statutes, assessment will be carried out through **quizzes, mid-term exam, assignments** and **Final exam**.

Suggested Assignments:

Assignment 1

Describe your personal definition of "social justice" and your orientation toward social justice advocacy work. Throughout the semester, students be developing your own definition/theory of "social justice" and their own orientation to social justice advocacy work and practice as career guidance professionals (just as you have been developing a theoretical orientation that informs your individual and group career counseling).

Assignment 2

Taking any marginalized or oppressed individual/group with a help of any relevant organization, students will analyze issues, factors and solution models in social justice and inclusion and justify the theories and practice approaches suitable to the context

Assignment 3

A presentation delivered to a group of professionals from varied social sciences background with a focus on the role of guidance professionals for promoting social justice and inclusion in the indigenous context. The presentation will be delivered to minimum 5 -10 professionals coming from diverse backgrounds to validate the perspective suitability to the local and national context. Presentation to be marked by a panel of experts. The focus will be on need assessment and intervention by taking social justice approach to inclusion in the indigenous context.