

Advocacy and Creativity in Community: A Social Justice Project for Counseling Students

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Abstract

The proven effective teaching of social justice advocacy competencies while recognized as important by the counseling profession and counselor education programs, remains somewhat nascent in its implementation. Evidence suggests that experiential and constructivist approaches to the teaching of multicultural and social justice counseling competencies represent a worthwhile pedagogical foundation and set of tools in furthering multicultural and social justice counseling competencies in counseling students. The author relates, in detail, the implementation of an experiential, client/community-based, social justice and mental health advocacy project, the Advocacy and Creativity in Community (ACC) Project as a final class assignment in the last term prior to graduation within a CACREP-accredited clinical mental health counseling program in the Northwest region of the United States. Descriptions of student projects, the multitude of benefits for clients/participants and students as elicited from student reflections, and the author's reflection after three years of implementing this project are presented. This project exemplifies the benefits within the literature of taking an experiential and constructivist approach to social justice advocacy training in counselor education programs.

Keywords: advocacy, counselor education, creativity, experiential learning, social justice competence

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The call for counseling students to increase their understanding of and skills in the importance and power of community-based activism, advocacy and education is clear according to the American Counseling Association (ACA) Code of Ethics which states that counselors should “advocate at individual, group, institutional, and societal levels to address potential barriers and obstacles that inhibit access and/or the growth and development of clients” (American Counseling Association, 2014, p. 5). Furthermore, the Council on Accreditation of Counseling and Related Educational Programs (CACREP) standards state that advocacy should “... promote individual human worth, dignity, and potential; and oppose or work to change policies and procedures, systemic barriers, long-standing traditions, and preconceived notions that stifle human development” (CACREP, 2016, p. 59). In addition to the ethical and accrediting mandates for counselors to be effective advocates, the multicultural and social justice competencies and associated competencies outline specific ways that advocacy can be manifested.

Both the ACA Multicultural and Social Justice Competencies (Ratts, Singh, Nassar-MacMillan, Butler, & McCullough, 2016) and the ACA Advocacy Competencies (Lewis, Arnold, House & Toporek 2002; Toporek & Daniels, 2018) describe various actions that culturally competent counselors can take within domains of advocacy to impact their client’s ecosystem. The social justice approach continues to highlight advocacy as a necessary tool to be a culturally competent counselor. Therefore, it is imperative that counseling students learn about social justice advocacy both its importance and how to carry out social justice advocacy.

Challenges to Social Justice Training in Counselor Education

Despite the clear importance that the counseling profession has placed on social justice advocacy and the increased attention within counselor education curriculum devoted to social justice advocacy, there remain numerous challenges to increasing and improving the social justice training of counseling students. Some challenges include the paradigm shift represented by focusing on addressing systemic oppression and the lack of time, familiarity, and planning to effectively carry out social justice advocacy education (Brinkman & Hirsch, 2019; Decker, Manis & Paylo, 2015; Edwards, Tate, Cook, Toigo & Yeomans, 2017; Field et al., 2019).

Counselor education programs still do not grant significant enough attention to its importance (Edwards et al., 2017). Students also have difficulty understanding how to undertake social justice advocacy and often report that they need more hands-on opportunities to learn how to conduct advocacy and integrate it with their other counselor roles (Fickling & Gonzalez, 2016; Field et al., 2019). In addition to well-established multicultural counseling education, social justice advocacy training needs to be integrated throughout the curriculum in order to enhance students’ understanding of and embodying the advocate role. Additionally, research shows that sustained social justice advocacy training within a counselor education program leads to increased sense of competence or self-efficacy as a social justice advocate and to a greater likelihood of engaging in social justice advocacy post-graduation (Decker et al., 2015; Field et al., 2019).

Experiential Approach

The benefits of an experiential approach (cycle of action and reflection) as first described by Kolb (1984) are evident in the teaching of social justice advocacy competence. Similar to how students learn clinical skills (experientially), students can learn social justice advocacy skills by practicing them within the educational context (Bemak, Chung, Talleyrand, Jones & Daquin, 2011; Edwards et al., 2017). Ideally, students would incorporate knowledge, practice, and skills throughout their curriculum and then integrate their social justice advocacy with clinical skill development in internship. This integrative approach throughout the curriculum holds great promise (Field et al., 2019). However, social justice advocacy training is implemented, it needs to be an intentional process and part of the curriculum to be maximally effective (Goodman, Wilson, Helms, Greenstein & Medzhitova, 2018).

Increasing evidence supports the importance of an experiential and constructivist approach in the design of social justice education as a real-world, relevant, and community-oriented endeavor that serves to highlight the importance of advocacy and build advocacy skills (Binkley & Minor, 2020; McAuliffe & Eriksen, 2011). The growing body of literature supporting service learning as a pedagogical approach to teaching multicultural and social justice competence also bears out the efficacy of an experiential approach to such learning (Lee & Kelley-Peterson, 2018; Murray, Pope & Rowell, 2010). However, service learning done responsibly from a social justice perspective requires much time and effort.

Whether within a service learning opportunity in a single class or integrated throughout a curriculum, giving students opportunities to learn about and enact social justice competencies is an important way to give counseling students first-hand experience in advocacy work (Field et al., 2019). Such constructivist and experiential approaches are valuable towards enhancing student cultural competence and broadening the world views of counseling students (Binkley & Minor, 2020). Additionally, advocacy activities when approached with a student developmental lens can build student competence and self-confidence (Ramirez Stege, Brockberg & Hoyt, 2017).

Lastly, in terms of social justice advocacy competence, a reasonable expectation is to have counseling students either plan or actually carry out a social justice advocacy action by the time they graduate. Similar to the expectation of attaining a certain level of demonstrated counseling competence by the end of their internship experience, students should have opportunities to demonstrate their social justice advocacy competence prior to graduation.

Creativity in Advocacy Training

Creativity has a well-articulated place in counseling and counselor education (Gladding, 2011). Counselor educators teach creative clinical approaches (art therapy, cinematherapy, etc.) and have used creativity as an effective pedagogical tool for exploring multicultural competence and social justice advocacy (Pope, Pangelinan & Coker, 2011; Lawrence, Foster & Tieso, 2015). Employing artistic creativity in the counselor education curriculum, except for attention paid to specific clinical interventions (art therapy or cinematherapy) remains underutilized except for a sustained body of research looking at creative approaches in clinical supervision (Villareal-Davis et al, 2020;). One example of this approach is the use of photovoice not just in working with diverse client populations but also in clinical supervision. (Becker, Reiser, Lambert & Covello, 2014; Villarreal-Davis, Sartor & McLean, 2020; Zeglin, Niemela, Rosenblatt & Hernandez-Garcia, 2019).

The many benefits of using and teaching creativity to counseling students may include increasing students' cognitive flexibility and critical thinking, enhancing their appreciation of ambiguity, encouraging risk taking, and self-reflection as a regular practice (Lawrence, Foster & Tieso, 2015; Smith, 2011). With appropriate scaffolding and preparation such as addressing students' hesitation and self-concept regarding their artistic abilities and facilitating a trusting environment capable of supporting risk taking, a creative approach to teaching social justice advocacy competence may be an effective method to teaching these advocacy competencies.

With these considerations in mind and flowing from my constructivist and experiential approach to not just counselor education, as a whole, but multicultural and social justice competencies, in particular, the author conceptualized and designed a social justice project that would incorporate art and creativity in the service of exploring the social justice advocacy domains. Additionally, I wanted to allow students in their final term to "let loose" their artistic, creative, and non-linear sides, especially in a graduate program that is crammed full of linear, verbal and written expression whether its clinical documentation or research papers. Additionally, not identifying as artistic but having created or been part of the creation of multiple projects in the service of reducing stigma, raising awareness, or challenging oppressions, I wanted students to recognize that the creative arts can be utilized not just clinically but for empowerment, activism and advocacy by individuals and on behalf of clients and communities.

The Project: Advocacy and Creativity in Community

The context for this social justice project is in a community counseling class in the final term within a CACREP-accredited clinical mental health counseling program. Students are completing clinical internships and preparing to enter the professional world. This class integrates a multicultural & social justice focus with a clinical/community practice lens and follows a multicultural counseling class earlier in their curriculum. For this project, students are allowed to draw from their own personal or family experiences within the nexus of mental health and social justice issues, observed/actual client experiences in their internship settings, or pressing social justice issues in the community, or the world at large. The scope of the project is intentionally wide to both foster creativity and to adapt to the challenging logistical demands within an 11-week term. Additionally, the project is informed by other community engagement work and numerous guest speakers from different agencies and walks of life. Finally, I share my experiences with creative endeavors as a mental health and social justice advocate and bring in a guest lecturer to present on activist art and the concept of how “everyone is an artist”.

Advocacy and Creativity in Community Project Description

The Advocacy and Creativity in Community (ACC) Project is explained during the first class so that students can begin the brainstorming, planning, and implementation phases of the project. They are given the option of working in small groups or by themselves. Specific instructions include: “By yourself or in a small group (max of 4 people), you will utilize your creative talents to produce an artifact, art piece, or creative work that combines a mental health focus and a social justice component (advocacy or activism). The project/piece will be presented in a Student ACC Gallery at the end of the term. Additionally, a process/reflection paper outlining the rationale for the project, the resources used, the process that ensued, the personal impact of participating in and creating the project, etc. will be completed.”

Project Scope and Process

Since it is well known that many people carry negative internal messages about their artistic abilities and because this can be a source of anxiety and procrastination, the class discusses these concerns and I highlight that the aesthetic quality of the project is not part of the evaluation. Additionally, a colleague who is an art historian and expert on “activist art” is brought in to further dispel concerns about artistic abilities and to discuss the purposes of activist art namely to provoke emotions and thoughts and to highlight a social justice issue. Similar to the mantra in expressive art therapy, it’s not about the “artistic ability” of the creator nor the aesthetics of the work produced but more about what reactions it elicits and the process of undergoing the project itself. Her guest lecture explored and defined activism and the roles artists play in instigating change and igniting community involvement and provided local, regional and national examples of activist art.

Furthermore, from a constructivist framework, the class discussed the different parameters of the project and brainstormed all the different possible artistic modalities in order for students to find a medium that works for them. As evidence of their collective creativity (over the last three years), students have created works using medium such as: collage, oil painting, photography, digital animation, documentary video, live spoken word, poetry, live performed original songs, watercolor, indigenous art forms, sculpture, demonstrations, books, brochures, postcards, letters, simulations, 3-D representations, interactive displays, posters, social media campaigns and more. The range of creative outlets and medium is truly impressive and is only matched by the range of topics and issues undertaken by students.

Students were tasked with brainstorming both the issue and the creative component in dialogue with one another, friends and family members, clients, colleagues at their internship and their site supervisors. Especially if working with clients (e.g. children in a school, prisoners in a therapeutic group, participants on a campus, or people from the community), decisions needed to occur fairly early in order to plan and implement

the project. Importantly, following ethical guidelines, such as gaining informed consent from participants and safeguarding their privacy, required much planning and time. Notably due to time and other logistical constraints, students often had to adapt and change their original ideas because they could not be completed as originally intended. On the other hand, those students who mostly drew from their own personal or a family member's experience were able to complete these aspects of the project in a timelier manner.

Importantly, the ACC project challenged students to integrate their clinical and more mental health-oriented approaches with a wider systemic/structural and social justice perspective. The range of issues that students explored via their ACC projects includes: racial justice, LGBTQ families, family acceptance of LGBTQ adolescents, stigma and bias towards LGBTQ middle school students, destigmatizing grief, transgender allyship and empowerment, stigma reduction and acceptance for individuals with mental illness, compassion for prison inmates, the need for bilingual therapists, human trafficking, child sexual abuse, sexual assault awareness, therapist self-care, suicide among farmers in India, learning disabilities, addiction stigma/awareness, increasing accessibility to mental health agencies, schizophrenia, resilience in children and runaway youth, eating disorders and internalized oppression, bisexuality invisibility, veterans and mental health, COVID-19 mask stigma, mothers in recovery, healing through music, coping with political chaos, invisibility of serious mental illness, positive body image, Black Lives Matter, colorism in minoritized communities, selective mutism, and healing from abuse.

The projects took many forms from the most intimate spoken word pieces and live performed songs, to various projects created by students and/or their clients and shared via this project, to works that were shared with agencies or publicly implemented and displayed. Due to time constraints and other factors (challenges in seeking permission from participants), students were not always able to share their work more publicly but the opportunity of a final class period devoted to sharing their work served as an important penultimate step in their process.

The students reflected upon the ACA Advocacy Competency Domains (Lewis et al., 2003) and located their ACC project with the appropriate domain and sought to exhibit the competencies within said domain. Many of the projects fell within client/student empowerment, community collaboration, and even at times, public information for those projects shared more broadly (or had plans to). A few of the projects were specifically client advocacy and a few had the potential to fall within systems advocacy if the project had been shared in a deliberate and concerted effort with the appropriate agencies and stakeholders. Additionally, it should be noted that most often the "client group" whose needs were being addressed could be considered marginalized by society in one way or another (e.g. people with mental illness, victims of child sexual abuse or human trafficking, LGBTQ youth, women with body image issues, racially and ethnically minoritized people, people with disabilities, etc.) and thus fit the model for social justice advocacy. However, there were groups being advocated for that have relatively more privilege within society but for whom, advocacy still was a pressing need (e.g. nurses and doctors during COVID, veterans, counselors, stay-at-home mothers). Interestingly, throughout many of the projects, there was a strong element of student self-empowerment, as the students often belonged to the group that was marginalized and for whom they were advocating.

ACC Art Gallery

The last class period is entirely devoted to creating an art gallery within the classroom (in 2020, this was entirely recreated online via a Virtual Art Gallery). Invitees to the ACC Gallery include: first-year students, program faculty, site supervisors, partners and family members, guest speakers, and other stakeholders. Refreshments are served as students and guests mingle among the displayed projects. Students also have the opportunity to present their work to the class more formally which is especially important in the case of performances. Otherwise, the guests can mingle and interact with the creative pieces and either read short

descriptions accompanying the pieces or listen to the artist explain their piece. See Appendix A for some examples of ACC projects (permission was granted to share these project images).

Outcomes

From their reflection papers, students experienced and learned a variety of important learnings which will be discussed below as: benefits and lessons, challenges, and lasting impacts. Some of the benefits included learning experientially, feeling motivated and grateful to have a creative project, and making connections between the arts, advocacy, and counseling. Students particularly noted enjoying using their creativity for this project as well as its timing at the culmination of their graduate training experience. Students expressed being impacted emotionally by encountering painful issues and interacting with those struggling through them and endeavoring to share their experiences in a meaningful way.

Personal Impact on Students

Many students reported experiencing being emotionally challenged through parts of their experience while also feeling deep satisfaction in accomplishing their project. They report learning a lot and gaining both self- and other-awareness regarding the challenging mental health and social justice issues they addressed. The engagement with the issues and affected populations (whether themselves, their friends and family members, their clients, or members of the general public) enhanced their understanding of the issue, increased their compassion for those suffering, and reinforced connections with the community. Especially when students chose a topic that was personal for them, the multiple benefits of self-empowerment and self-compassion alongside increased awareness and sensitivity towards others were very clear. This outcome supports the experiential and constructivist literature regarding counselor education and especially social justice education (Binkley & Minor, 2020; Edwards et al., 2017; Ziomek-Daigle, 2017). This personal experience is exemplified by these student comments:

I chose to do this project because I know the pain of loss and I know how it feels to have that pain ignored. I did this to show to people that it is okay to miss someone and it is okay to have a discussion about grief.... It was difficult at times, creating the scenes for the wishes, because they are the same ones that I have for my grandfather if he was still alive, but I still got what I need by being able to share this work on behalf of others.

Another student examines this process of identifying with and having compassion for “the other” and seeing his own humanity reflected back:

The people who have shown me what it is to grapple with themselves are my clients. I am just like them: complex, healing, unmotivated and motivated, paradoxical, and contextualized by my experiences, thoughts and family. We are on this journey together; I must not relent in the parallel process of discovering my meaning and purpose in participating in the healing journey of others.

Other students addressed the sense of personal empowerment from engaging in this social justice advocacy. While the project involved them advocating on behalf of others, students are able to reflect upon their own growth in being able to conduct the advocacy work thereby “... pushing back against the forces that seek to oppress me, demean me, marginalize me.” Almost every student wrote about significant personal impacts and benefits whether they were more professional and academic or more personal and humanistic.

Impact on Participants/Clients

Students noted varying impacts on clients and participants who participated in contributing to creating a ACC project as evidenced by these quotes from student reflection papers. In particular, students observed

processes of empowerment, healing, and self/other compassion especially when the project was shared within the participants' community. This student who conducted a campus-based project on sexual assault awareness observes:

My gut feeling is that it was a process of empowerment, as I hoped it would be. More than once, I watched people step back to look at their flag, or sneak a look over their shoulder as they walked away. I sensed various emotions from pride to sorrow but for all it seemed to be a profound and even slightly healing, act.

Students note participants' experience of self-empowerment and increased self-efficacy, especially as participants came into dialogue with the public about their particular issue via the ACC project; whether sharing and educating about living with mental illness, to overcoming LGBTQ discrimination, to accepting and facing addiction. One student notes the empowering and healing she observed from participants openly and publicly fighting back against society's oppressive stereotypes and messages.

Another student, whose project entailed prison inmates writing letters to themselves that they shared with one another as well as the public via the ACC project, reflects:

The key, in my eyes, is to facilitate interaction on two fronts: between inmates and themselves, and inmates and the public, thereby deepening several levels of trust and self-discovery. In a more perfect world this endeavor has the ultimate ability to dissolve barriers between "us" and "them" --to reclaim lost humanity. I am convinced that people lift themselves out of darkness when they believe that they can.

These observations of impacts on clients and participants are similar to the benefits espoused by proponents of Photovoice as a tool to engage community and empower participants (Becker et al., 2014; Zeglin et al., 2019). Although ACC projects were not designed or implemented as Photovoice projects, it is interesting to note that the benefits seem similar to that proven advocacy and empowerment tool. Importantly, social justice advocacy when implemented alongside clients and participants should be beneficial not just "to the cause" but ideally to those most affected by the issue. Students' reflections reveal that the ACC project has fulfilled those aims.

Thoughts on Advocacy Self-Efficacy and Creative Abilities

Most students reported feelings of pride and accomplishment both for the overall project and its impact as well as how they felt about their creative achievement. In particular, especially during presentations and the art gallery, students' comments about their own artistic abilities were common and also relatively free of judgment and evaluation. It seems that students were able to set aside their internal critic in the service of the larger aims of their project. Regardless of their assessment of their creative abilities, they highly valued the project outcome because of its message and impact. One student reflects:

I feel proud to have developed such a complex idea in my mind and to now see it on a canvas. It seems to have the effect that I was hoping for, that it looks like a piece of abstract art and then once an observer realizes what it is about, they have to reconsider what they are looking at.

Other students echoed the themes of being satisfied with themselves in terms of learning about social justice issues, becoming more motivated to risk self-disclosure upon witnessing other students and participants, and being grateful to have had an experience that provoked deep reflection about becoming an advocate for mental health and social justice. Additionally, students were able to think deeply about their engagement in this project and contextualize it within their CMHC program. This student draws parallels between the project and its creative process and his own development as a counselor:

In the end, I like what I produced, but I enjoyed far more reflecting on the process and its parallel to

my counseling career thus far. The piece itself is a bit over planned and under delivered, but that's ok. That's where I'm at too. I've come a long way, and I'm far more comfortable and competent than where I started. But that's just it, I'm merely getting started. There is so much more to learn, even more to try. I'm lucky to be in a career that has an upward trajectory. I may never become a better painter, but I know that I'll be a more effective counselor.

Another student quote that captures both the sense of challenge and the benefits gained come from this student who created a video highlighting the early challenges of medical providers on the frontlines of COVID-19:

Developing ideas that deliver the intended messages rather than unintended messages is a very challenging task. Nevertheless, I have found that promoting change through advocacy and social justice in the form of community art is inspiring and motivating.

Students seemed to reap the expected benefits from an experiential and creative approach to learning about social justice advocacy as put forth by recent literature in the field (Binkley & Minor, 2020; Edwards et al., 2017; Field et al., 2019; Goodman et al., 2018).

Expected Challenges

The challenges that students mentioned are only briefly presented here, in large part because they were expected and consistent in theme. The primary challenge students reported was not having as much time as they would like to plan, implement, and complete the project (the term being only 10 weeks). Relatedly, the competing demands of finishing their graduate program including taking comprehensive exams and completing their internships proved to be challenging to juggle. Lastly, the logistical difficulties of coordinating with clients/participants, sites, and agency administrators in a timely manner was a challenge for some students. Oftentimes, coordinating times to gather qualitative input from stakeholders, to gain informed consent, and then to complete the creative project proved to take too long necessitating rapid revisions to the initial scope of creative participation. Many students reported feeling rushed in completing their projects which ties back to the first challenge. Lastly, some students experienced technical difficulties with their projects (e.g. getting materials, constructing the project, learning requisite software, or other hands-on challenges with their selected medium).

Impacts on Dedication to Social Justice Advocacy

From their reflections, students overwhelmingly seem to describe a sense of enhanced motivation and dedication to social justice and mental health advocacy. They mention balancing their clinical roles as counselors with meeting the contemporary and pressing social justice demands of their communities, their country and their world. Many students wrote about a sense of responsibility stemming from their role and relative privilege/positionality as mental health counselors- because of counselors' access to training, resources, platforms, credibility, and (at times) privileged social/cultural identities. Especially for clients experiencing a mental health or addiction issue and a marginalized identity, they note the intersectional burden and the role of a counselor in serving as an effective advocate for that client. This sentiment, from one student, was often-repeated in varied phrasing by many students:

I believe strongly that counselors should be a force for social justice in our world and it seems to me that we are a great asset in the fight for that justice as we work to honor our professional lens, and experience specific training that will aid us in supporting our diverse clients and communities.

Taken in total, the benefits of implementing the ACC project were numerous for students and participants. As other counselor educators have noted, the reflection paper has proven to both demonstrate,

detail, and enhance the experiential learning by prompting self-reflection on the process and outcomes of the project which in turn led to multiple and deep learnings experienced by these students (Binkley & Minor, 2020; Kolb, 1984; McAuliffe & Eriksen, 2011; Ziomek-Daigle, 2017).

Instructor Reflections and Discussion

After three years of conducting this project and with continual improvements or changes, this is a good time to reflect on the ACC project. Overall, it is a very worthwhile project that uses creativity, community engagement, and an integrated social justice/mental health lens to teach students experientially about advocacy work. Students and participants benefit directly from their participation in the ACC project as reported in their reflection papers and described above. They are more aware of the nexus of mental health and social justice and furthermore, this project seems to have strengthened many students' resolve to continue their advocacy work beyond graduation. The gains that students report and that I have observed align with the personal growth, risk taking, and cultural awareness that counselor educators have described when implementing constructivist, experiential, and creative approaches to multicultural and social justice learning (Decker et al., 2015; Edwards et al., 2017; Binkley & Minor, 2020).

The timing and focus of this project make it an appropriate culminating and synthesizing activity for graduating counseling students as they enter the profession. Importantly, from a purely student-centered perspective, students thoroughly enjoy the creative opportunity and the nontraditional aspects of this assignment. Students now understand first-hand the power of creative arts and empowerment when used with clients/partners and in dialogue with the community.

So far, I have learned to structure the assignment more, to "front load" more content about health promotion, stigma reduction, responsible messaging, art and creativity, and ethical considerations. I have dedicated more in-class time to discussing aspects of the work. I have provided more structure to the ACC Art Gallery - including both a time for formal presentations as well as informal mingling and browsing. In the Spring 2020, I learned a lot about how to convert the entire Art Gallery to a virtual format which worked very well.

Recommendations

A number of recommendations and ideas come to mind to improve this project or for others to consider before implementing it. Due to the term's time constraints, one idea would be to extend this project across two classes/terms, allowing students to get an earlier start. Another idea would be to broaden the scope of the projects towards the realm of community engagement and/or public policy. Although many of the projects have a public messaging component, it is not widely shared. Thus, a significant improvement would be for these projects to be more widely disseminated or displayed in settings such as clinics, schools, and other public spaces. Alongside the increased community engagement and dissemination of student ACC projects, research into the impact on the audiences who interact with the projects could be undertaken. Lastly, follow-up with alumni could be conducted to explore the impact of this project on graduates' ongoing social justice advocacy motivation, efficacy, and actual actions.

It is important to note that these outcomes are per student self-report via reflection papers over the three consecutive years and therefore do not merit the validity of a full-fledged research study. Rather, this article represents a constructivist and experiential approach to teaching social justice advocacy competencies and as such, the practice is informed by self- (and shared) reflections within a community of counselor educators.

In conclusion, the Advocacy and Creativity in Community project is a meaningful and effective course assignment that utilizes student creativity and experiential learning to increase their social justice advocacy skills.

Author's Note

The works discussed herein were part of a class, COUN 531 - Community Counseling that is part of the curriculum of the Clinical Mental Health Counseling program at Southern Oregon University. I thank the students for their enthusiastic engagement with this project. All images are used with the permission of the student.

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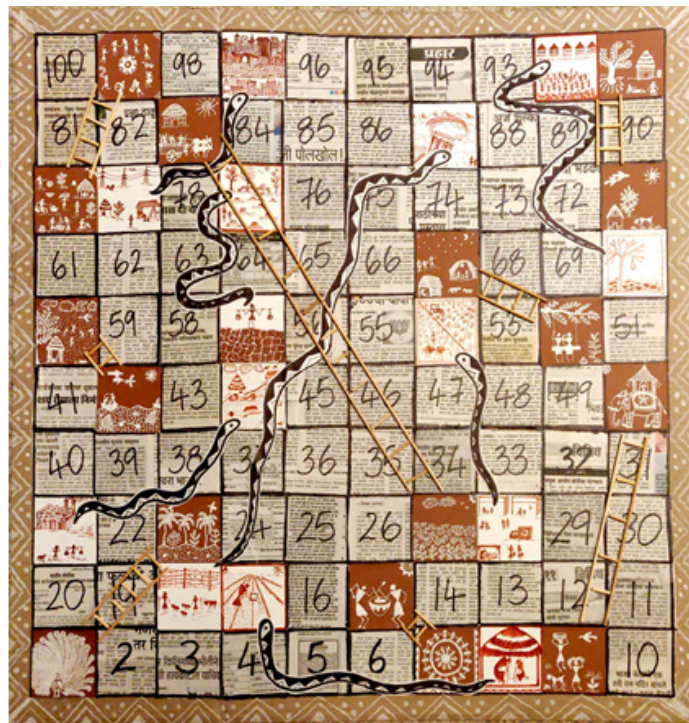
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Appendix A

Postcards from LGBTQ+ Youth (June 2019)



Farmer Suicide in India (June 2019)



Disorganized Thought (June 2019)



Facing Addiction (June 2020)



Identity Crisis (screenshot of video, not the video itself; June 2020)



I am Human (And More Than My Mental Illness) (with live links; June 2018):



<https://youtu.be/F0pY03pQM6A>