Group A (Educational)

A counselor education program's students report that LGBTGEQIAP+ topics receive limited attention in the curriculum. When addressed, the focus is largely on discrimination, minority stress, and suicide risk. Students want more preparation for affirming clinical work with LGBTGEQIAP+ clients.

Some faculty members argue that LGBTGEQIAP+ content is already covered adequately and that the curriculum cannot accommodate additional material.

How can faculty and students advocate for meaningful curricular change?

<u>Address the following in your responsive advocacy framework:</u>
1. What is happening, and what system is maintaining it?
2. Who can authorize or influence change? Who is affected but missing from the decision-making process?
3. What is one concrete advocacy action you would recommend?
4. What is the most likely obstacle, and how would you respond?
5. What observable change would indicate that the advocacy effort worked?

Group B (Clinical)

A community counseling agency advertises itself as LGBTGEQIAP+ affirming. However, its electronic health record assumes binary gender categories, clients' chosen names are not consistently visible to staff, and there is no established procedure for responding when a client is misgendered.

An employee wants to improve these practices but worries about being labeled difficult or being expected to lead the entire initiative alone.

How can the employee pursue meaningful change without having formal authority or carrying the burden alone?

Address the following in your responsive advocacy framework:
1. What is happening, and what system is maintaining it?
2. Who can authorize or influence change? Who is affected but missing from the decision-making process?
3. What is one concrete advocacy action you would recommend?
4. What is the most likely obstacle, and how would you respond?
5. What observable change would indicate that the advocacy effort worked?

Group C (Organizational)

A state counseling association publicly identifies itself as committed to LGBTGEQIAP+ equity and inclusion. However, when proposed legislation threatens access to affirming mental health care, organizational leaders disagree about whether the association should take a public position.

Some leaders believe advocacy is central to the association's mission, while others worry about alienating members or appearing politically partisan. LGBTGEQIAP+ members are frustrated by the organization's reluctance to act.

How can an organizational leader advocate for meaningful action while navigating internal resistance, competing priorities, and organizational politics?

Address the following in your responsive advocacy framework:
1. What is happening, and what system is maintaining it?
2. Who can authorize or influence change? Who is affected but missing from the decision-making process?
3. What is one concrete advocacy action you would recommend?
4. What is the most likely obstacle, and how would you respond?
5. What observable change would indicate that the advocacy effort worked?