GEORGE MASON UNIVERSITY
College of Education and Human Development
Graduate School of Education
Counseling & Development Program

EDCD 628.001
Counseling & Social Justice
Fall, 2010

Instructor: Rita Chi-Ying Chung, Ph.D.
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Office Hours: Tuesday afternoon and by appointments
Class Location: Tuesday, 4:30-7:10 p.m., Robinson A349

Prerequisite Requirements:

Students must be currently enrolled in the Counseling and Development program and have completed 24 credits in the C&D program that includes EDCD 603 and either EDCD 626 or EDCD 654.

Course Description:

This course is designed to specifically address the Counseling and Development program mission statement of Social Justice, Multiculturalism, Advocacy and Leadership. The course will provide an overview of theories and models of social justice, social change, advocacy and leadership. These theories and models will be examined from a multicultural perspective and discussed within the context of counseling in school and community settings. The new role of counselors as agents of change, leaders, and advocates will be examined. The course will focus on the applied aspects of new role of the counselors, and explore the individual, group, institutional, and systemic barriers confronting counselors in performing their role, such as, issues of power and authority, sexism, racism, discrimination, etc. The course will also provide strategies for counselors to be an effective change agents, leaders, and advocates for their clients in community and school settings.

Course Objectives/Student Outcomes:

1.   Understand the relationship between the counseling and social justice.

2.   Understand the role of the counselor as change agent, leader, and advocate for their clients in community and school settings.

3.   Understand the interrelationship of the theories/models of social justice and

leadership, social change, and advocacy in a counseling context.

4. Gain knowledge of the different models and theories of social justice, social change, leadership and advocacy.

5. Gain knowledge and understanding of the theories/models of social justice, social change, leadership, and advocacy for counselors from a multicultural perspective.

6. Understand challenges and issues of resistance involved in social justice and counseling.

7. Acquire skills, techniques and strategies to develop, design and implement social action programs in community and school systems.

Relationship to Program Goals and Professional Organization:

This class is a core course within the Counseling & Development Program and specifically addresses the C&D mission statement. It directly addresses the new role of the counselor in community and school settings, as well as to provide skills, techniques, and strategies for counselors to be effective with their clients. The course builds on all the other courses in the program and provides students with advance techniques and strategies in work within institutions and systems.

EDCD 628 fulfills the requirements and standards of the following professional organizations: Virginia Department of Education, Virginia Department of Health Professions, American Counseling Association (ACA) Code of Ethics Council for the Accreditation of Counseling and Related Educational Programs (CACREP-Section II.K.b: An understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society and CACREP-Section II.K.c: An understanding of the nature and needs of individuals at all developmental levels). Furthermore, the above organizations state that the primary responsibility of counselors is to respect the dignity and to promote the welfare of clients.

Professional Dispositions

As posted on C&D homepage:
http://gse.gmu.edu/programs/counseling/professional_performance.htm

Professional Performance Criteria (Effective February 25, 2003)

The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. Therefore, the Counseling and Development Program in the Graduate School of Education at George Mason University requires its students to exhibit the following:

Communication Skills

· Clear presentation and demonstration of multicultural competencies in counseling skills
· Clear oral communication
· Clear written communication
· Clear ability to demonstrate effective and supportive helping skills
· Clear ability to demonstrate effective listening skills

Collaboration

· Respect for the opinion and dignity of others
· Ability to collaborate with others
· Ability to demonstrate effective interpersonal skills
· Ability to participate as a colleague and team member in all aspects of professional training

Professionalism

· Commitment to multiculturalism and diversity
· Commitment to social justice as it relates to counseling
· Respect of multiculturalism and diverse cultures
· Demonstration of openness, willingness to learn, and positive attitude about multiculturalism and diverse cultures
· Commitment to the psychological well-being, health, and wellness for all people
· Sound judgment
· Integrity and honesty
· Ability to accept personal responsibility
· Ability to receive and reflect upon constructive criticism
· Positive attitude
· Ability to meet deadlines
· Ability to maintain confidentiality with clients, students, and colleagues
· Appropriate assertiveness
· Ability to manage stress
· Ability to meet requirements as stated in course syllabi
· Adherence to ACA ethical guidelines

Required Texts:

C.C. Lee & G.R.Walz (1998). *Social Action: A Mandate for Counselors*. American Counseling Association.

Freire, P. (2010). *Pedagogy of the Oppressed.* Continuum: New York.

Articles on Blackboard

APA Publication Manual (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: APA

Honor Code
To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalogue or website at www.gmu.edu.
Students must follow the guidelines of the University Honor Code. See

http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
GMU's Plagiarism Policy: http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism:

The following two paragraphs are taken directly from GMU's website re: plagiarism.

Plagiarism Statement
Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism.

Plagiarism and the Internet
Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material. (Virginia Montecino)

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

NOTE: The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. **If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the**

faculty, in writing, at the <u>beginning of the semester</u> so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

<u>**Note:**</u> GMU requested that students turn off their pagers, cell-phones and/pr blackberries before class begins

The Graduate School of Education (GSE) expects that all students abide by the following: Students are expected to exhibit professional behavior and dispositions. See http://www.gse.gmu.edu for a listing of these dispositions.

<u>Course Requirements / Assignments</u>

<u>Evaluation and Grading</u>

<u>Assignments</u>	<u>Points</u>	<u>Due</u>
Assignment 1	21	10/2/10
Assignment 2	12	10/12/10
Assignment 3	19	11/2/10-11//9/10
Assignment 4	10	11/20/10
Assignment 5	12	12/7/10
Technology Participation	12	9/7/10 – 11/30/10
Participation/Attendance	14	
	100	

<u>All Assignments must be submitted to Safeassign under Blackboard to check for plagiarism.</u>

<u>All Assignments are due at the beginning of class, i.e., 4:30, no late assignments will be accepted.</u>

<u>First Day of Class and the Saturday Class are Mandatory</u>
<u>If there is a scheduling conflict that interferes with attendance during any portion of the class students, should see the instructor in the first class to discuss continuing in the class this semester or taking the course during another semester.</u>

<u>Students should return the CD/book by the end of semester. Failure to return the CD will result in an incomplete grade until the CD is returned.</u>

Grading Policy:

Grading will be based primarily upon the significance, thoroughness, accuracy, relatedness, logic and degree to which points made are effectively supported. Papers receiving an "A" grade will be outstanding in each area. Grammar and style will be taken into account when they detract from the presentation or understanding of the professional arguments made. As noted above points/grade will be deducted from assignments that do not follow APA guidelines and/or exceed the page limit.

Grading Scale:

A=100-97; A-=96-94; B+=93-91; B=90-87; B-=86-84; C=83-80; F=below 79

Course Schedule**

Date	Topic	Assignments
Class 1 8/31/10	Introduction and Overview What is Social Justice?	
Class 2 9/7/10	Relationship Between Counseling & Social Justice	Begin Blackboard Discussions Lee & Walz Ch 1 & 2
Class 3 9/14/10	Social Justice Issues: National & Global	Lee & Walz Ch 3 & 4
Class 4 9/21/10	Theories of Social Justice & Social Change	Articles: 1) Assignment 1 – Pt. I Due
Class 5 9/28/10	Presentations	Lee & Walz Ch 15 Assignment 1 – Pt. II Due
Saturday 10/2/10	10:00 a.m. - 4:00 p.m. Presentations	Assignment 1 – Pt, II & III Due
Class 6 10/5/10	Advocacy and Leadership	Lee & Walz Ch 16
Class 7 10/12/10	Columbus Day Holiday No Class/Blackboard	Assignment 2 Due
Class 8 10/19/10	Social Action Research Role of the Social Justice Counselor	Article:
Class 9 10/26/10	A Social Justice Issue Group Projects	Article:
Class10 11/2/10	Social Justice Town Hall Meeting	Article: Assignment 3 Pt. I & II Due
Class 11 11/9/10	Social Justice Town Hall Meeting	Article: Assignment 3 Pt. II Due
Class 12 11/16/10	Social Justice Applications	Article:
Class 13 11/23/10	Challenges in Social Justice Work	Article:
Class 14 11/30/10	Self-Care & Burnout Social Justice Youtube Video Presentations	Assignment 4 Blackboard Final Comments
Class 15 12/7/10	Special Issues in Social Justice	Assignment 5 Due

Finals Week
12/14/10

** Content of the course is subject to change based on the unique characteristics of the class and course content.