

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

EDCD 628.001
Counseling & Social Justice (3 credits)
Spring, 2014

Instructor: Rita Chi-Ying Chung, Ph.D.

Office: Krug Hall 202B

Phone: 703-993-3899

Email: rchung@gmu.edu

Office Hours: Monday and Tuesday afternoon and by appointment

Class Location: Monday, 4:30-7:10 p.m., and Saturday 2/15/2014 (10-4 p.m.) Krug 107

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, either EDCD 626 or EDCD 654, EDCD608 and EDCD660 or concurrently.

University Catalog Course Description:

Studies relationship between counseling and social justice, and theories, models, and strategies of social justice, social change, leadership, and advocacy in community and school settings. Emphasizes application of theories and models.

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:

This course is designed to enable students to:

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.

Course Delivery: Face to Face and Weekly Blackboard discussions.

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.

Counseling & Development (C&D) Program's Professional Dispositions

As posted on C&D homepage: <http://gse.gmu.edu/programs/counseling/resources/>

Professional Performance Criteria

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 College of Education and Human Development 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:

Chung, R. C-Y., & Bemak, F. (2012). *Social Justice Counseling: The Next Steps Beyond Multiculturalism*. Thousand Oaks, CA.

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

Articles uploaded on Blackboard

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

First Day of Class and the Saturday Class are Mandatory
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.

Course Requirements / Assignments

<u>Assignments</u>	<u>Points</u>	<u>Due</u>
Assignment 1- Part 1	20	2/17/14
Part 2	1	2/17/14 -2/24/14
Part 3	2	2/24/14
Assignment 2	15	3/3/14
Assignment 3 – Part 1	19	3/31/14
Part 2	1	4/7/14
Assignment 4	10	4/28/14
Assignment 5	3	5/5/14
Assignment 6	2	Due date will be given in the 1 st class
Technology Participation	12	
Participation/Attendance	15	
	100	

All Assignments must be submitted to Safeassign via Blackboard by 4:30 p.m. the due date to check for plagiarism. Assignments that are not submitted to Safeassign will not receive a grade.

All hardcopies of the assignments are due at the beginning of class, i.e., 4:30, no late assignments will be accepted.

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

TASKSTREAM REQUIREMENTS

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment, EDCD609 Advanced Counseling Skills Paper, to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester. <http://cehd.gmu.edu/api/taskstream>

GMU Policies and Resources for students

Students must adhere to the guidelines of the **George Mason University Honor Code** [See <http://oai.gmu.edu/honor-code/>]. To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this:

Student members of the George Mason University community pledge not to **cheat**, **plagiarize**, **steal**, and/or **lie** in matters related to academic work. Please refer to the following website for the definitions of: cheat, plagiarize, steal or lie: <http://oai.gmu.edu/honor-code/>].

Students must follow the **university policy for Responsible Use of Computing** [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>]

Students are responsible for the content of university communications sent to their **George Mason University email account** and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a

wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

Students with disabilities who seek accommodations in a course must be registered with the **George Mason University Office of Disability Services (ODS)** and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

Students must follow the university policy stating that **all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.**

The **George Mason University Writing Center** staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of Education please visit our website [See <http://gse.gmu.edu/>]

Course Schedule**

<u>Date</u>	<u>Topic</u>	<u>Assignments</u>
Class 1 1/27/14	Introduction and Overview What is Social Justice?	Article 1
Class 2 2/3/14	Relationship Between Counseling & Social Justice Theories of Social Justice	<u>Begin Blackboard Discussions</u> Chung & Bemak Ch. 1, 2 & 3 Articles 2 & 3
Class 3 2/10/14	Social Justice Issues: National & Global	Chung & Bemak Ch. 16 Articles 4 & 5
Saturday 2/15/14	Contemporary Social Justice	
Class 4 2/17/14	Social Justice Characters	Articles 6 & 7 <u>Assignment 1 – Pt I & II Due</u>

Class 5 2/24/14	Social Justice Characters	<u>Assignment 1 – Pt. III Due</u> Articles 8 & 9
Class 6 3/3/14	Theories of Social Change Social Justice Leadership	Chung & Bemak Ch. 9 & 10 <u>Assignment 2 Due</u>
Class 7 3/10/14	Spring Break No Blackboard	
Class 8 3/17/14	Advocacy and Empowerment	Chung & Bemak, Ch. 11 & 12 Article 10
Class 9 3/24/14	Social Justice Projects	Articles 11 & 12
Class 10 3/31/14	Social Action Research Interdisciplinary Collaboration	Chung & Bmak, Ch. 13 & 14 <u>Assignment 3 Pt. I Due</u>
Class 11 4/7/14	Social Justice Town Hall Meeting	Articles 13 & 14 <u>Assignment 3 Pt II Due</u>
Class 12 4/14/14	Social Justice Projects	Chung & Bemak Ch. 15
Class 13 4/21/14	Role of the Social Justice Counselor Challenges in Social Justice Work	Chung & Bemak Ch. 4 & 5
Class 14 4/28/14	Barriers to Social Justice Work Self-Care & Burnout	Chung & Bemak Ch. 17 <u>Assignment 4 Due</u> <u>Blackboard Final Comments</u>
Class 15 5/5/14	Special Issues in Social Justice	Chung & Bemak Ch. 6, 7, 8 <u>Assignment 5 Due</u>

Finals Week

5/12/14

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

Assignment 2 Rubric

Criteria	Excellent A/A-	Competent B+/B	Meets Minimal Requirements B-	Unsatisfactory C and Below
Understanding of Freire's Concepts/View	Excellent understanding.	Good Understanding.	Adequate Understanding.	No Understanding.
Critique of the Freire's Concepts/Views	Comprehensive/Indepth and Clear Presentation of the Critique. Excellent Thoughts, and Presentation of Ideas. Use of Literature to Support the Critique.	Good and Clear Presentation of the Critique. Clear Thoughts, and Presentation of Ideas. Use Some Literature to Support the Critique.	Adequate/Inadequate Critique. Minimal Thoughts, and Presentation of Ideas. Use Some or No Literature to Support the Critique.	Poor Critique. Poor Thoughts, and Presentations of Ideas. Does Not Meet Requirements. No Literature to Support the Critique.
Knowledge on Freire's Concepts and its Application to Social Justice Counseling	Excellent Knowledge.	Good Knowledge.	Adequate Knowledge.	No Knowledge.
Counseling Examples of How to Apply Freire's Work in Community or School Counseling	Excellent Multiple examples, i.e., Four or More Examples.	Good/Adequate examples. Two or Three Examples	Inadequate/Poor adequate examples. Two or One Example	Poor or No examples.
Adheres to requirements of the assignments	Adheres to Paper Length: 4 Pages One page examples of Freire's concepts to community agency or/school counseling. <u>If using references:</u> Uses only Appropriate Current Journal Citations. (<u>Use of references are no required</u>) Uses no or 1 Direct Quotation from Literature	May Slightly Alter Paper Length Almost a page of examples. Uses Some Appropriate Current Journal Citations More than 1 Direct Quotation from Literature	May Slightly Alter Paper Length Half a page of examples. Use Some Appropriate Current Journal Citations More than 1 Direct Quotation from Literature	Does Not Adhere to Paper Length Less than half a page or no examples. Use In-appropriate and Non-current Citations More than 1 Direct Quotation from

				Literature
Writing	No Spelling and Grammatical Errors, Clarity of Expression, Well Organized Paper, Includes: Introduction, Conclusion and Proper Use of Headings/Subheadings and Paragraphs.	Some/Minimal Spelling and Grammatical Errors, Less Clarity of Expression, Good Organization of Paper.	More than 2 spelling and/or Grammatical Errors Limited Clarity Expression Adequate/Poor Organization of Paper.	Major Grammatical and/or Spelling Errors, Limited Clarity of Expression, Poor Organization of Paper.
APA 6 th Edition	No or 1 minor APA errors	2 or 3 APA errors	More than 3/Major APA errors	More than 3/Major APA errors.

