



College of Education and Human Development

Counseling & Development  
 4400 University Drive, MS 1H1, Fairfax, Virginia 22030  
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<http://gse.gmu.edu/counseling/>

**EDCD 628 001: Counseling & Social Justice (3:3:0)**

**Spring 2015**

**Mondays 4:30 pm – 7:10 pm**

**Thompson Hall 1017**

**Instructor:** Lynette M Henry Ph.D.  
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**Office Hours:** Monday afternoon and by appointment

*“Washing one’s hands of the conflict between the powerful and powerless means to side with the powerful, not to be neutral.”*  
 (Paulo Friere, 1995)

**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.

Articles uploaded on Blackboard

APA Publication Manual (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> 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**

<b><u>Assignments</u></b>	<b><u>Points</u></b>
Assignment 1- Student Led Discussions	15
Assignment 2- Social Justice Quilt	20
Assignment 3- Social Justice Narrative	15
Assignment 4- Social Action Plan	15
Assignment 5- Social Change	20
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.**

**Details of the assignment will be given in the 1<sup>st</sup> class**

**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, ED609 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>

### **George Mason University Policies and Resources for Students**

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Counseling and Psychological Services – 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/>].
- Office of Disability Services – 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 <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 Writing Center (Optional Resource) – 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/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.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 <http://gse.gmu.edu/>.**

**Course Schedule Spring 2015\*\***

<u>Date</u>	<u>Topic</u>	<u>Reading/Assignments</u>
Class 1/Jan 26	Introduction and Overview What is Social Justice? Historical Perspective of Social Justice	Chung & Bemak, Ch. 1 & 2 Articles
Class 2/Feb 2	Relationship Between Counseling & Social Justice Theories and Concepts of Social Justice	Chung & Bemak, Ch. 2 & 3 Articles
Class 3/Feb 9	Social Justice Issues: National & Global	Chung & Bemak, Ch. 16 Articles
Class 4/Feb 16	Social Justice Journeys and Narratives	Chung & Bemak Ch. 6, 7, 8
Class 5/Feb 23	Theories of Social Change	Chung & Bemak Ch. 9 Articles
Class 6/Mar 2	Social Justice Leadership	Chung & Bemak Ch. 9 & 10 Articles
Class 7/Mar 9	Advocacy and Empowerment	Chung & Bemak, Ch. 11 & 12 Articles
Class 8/Mar 16	SPRING BREAK	
Class 9/Mar 23	Social Action Research	Chung & Bemak Ch. 14 Articles
Class 10/April 30	Interdisciplinary Collaboration	Chung & Bemak, Ch. 13 Articles
Class 11/April 6	MPM Model of Social Justice	Chung & Bemak Ch. 4 & 5
Class 12/April 13	Social Justice Training Programs	Chung & Bemak Ch. 15 Articles
Class 13/April 20	Role of the Social Justice Counselor	Chung & Bemak Ch. 4 Articles
Class 14/April 27	Barriers/Challenges to Social Justice Work	Chung & Bemak Ch. 17 Articles
Class 15/May 4	Self-Care & Burnout	Articles

Finals Week

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



