



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 628.01: Counseling & Social Justice
3 Credits
Spring 2016
Monday 4:30pm – 7:10pm
Krug Hall 107

Instructor: Rita Chi-Ying Chung, Ph.D.
Office Hours: Monday and Tuesday afternoons and by appointment
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Monday at 4:30-7:10 p.m. Saturday 10:00-4:00 p.m. Krug 107

COURSE DESCRIPTION:

Prerequisites/Corequisites:

Admission to CNDV program and 24 credits in the C&D program that includes: EDCD 603, 608, 625 or 654 and 660 or concurrently.

University Catalog Course Description:

Discusses the Counseling and Development program's mission statement of Social Justice, Multiculturalism, Internationalism, Advocacy and Leadership. Provides an overview of theories and models of social justice, advocacy, and leadership. Examines theories and models from a multicultural perspective and discusses within the context of counseling in school and community settings. Examines the role of counselors as change agents, leaders, and advocates.

Expanded 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.

Learner Outcomes or Objectives:

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

Professional Standards:

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.

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.

Other articles/handouts will be distributed in class or posted on-line at the course website. Your GMU email address is required for communication with the course instructor and for using BlackBoard. (<http://blackboard.gmu.edu>)

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENTS, EVALUATION CRITERIA, AND GRADING SCALE:

Details of Assignments will be handed out in the first day of class

<u>Assignments</u>	Points
Assignment 1**	18
Assignment 2 – Pt I	23
Assignment 3	18
Assignment 4	9
Assignment 5	2
Assignment 6	2
Blackboard Participation	13
Participation/Attendance	15

100

All Assignments must be submitted to Safeassign via Blackboard by 4:30 p.m. on 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 on the due date, no late assignments will be accepted.

TK20 Performance-Based Assessment Submission Requirement

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment, Assignment 1, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Classroom Participation and Attendance Policy:

Classroom participation is a vital part of this course. Due to the limited time frame, class attendance is indispensable. Therefore it is expected that students will attend all classes (which includes arriving on time and staying for the entire class) and participate fully in class discussions and exercises. Grades for this portion will be assigned due to the quality of participation (See blackboard for participation rubric). If students miss more than 1 class without an acceptable reason (e.g., family emergency, illness with a doctor's certificate) they may not receive a passing grade for the course. 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. The first day of class is mandatory. See Class Participation Rubric

Written Assignments:

All written assignments must be completed on a word processor. Assignments are to be turned in at the beginning of class on the date due. Late assignments will not be accepted without making prior arrangements with the instructor. In addition, all work submitted in this course must be your own or attributed to the proper author using the appropriate research reference format (APA).

Assignment 1: A rubric will be handed out later with information about assignment 1.

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

GMU Policies and Resources for Students

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. 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/>].

- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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 GSE Syllabi

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

Professional Performance Criteria

The American Counseling Association 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

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

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

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

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LAST DAY TO DROP CLASS WITHOUT ACADEMIC/FINANCIAL PENALTY IS BEFORE 20% OF THE CLASS SESSIONS HAVE MET

PROPOSED CLASS SCHEDULE:

<u>Date</u>	<u>Topic</u>	<u>Assignments</u>
Class 1	Introduction and Overview Definition of Social Justice Historical Perspective of Social Justice Theories of Social Justice	Articles: 1 & 2 <u>Begin Blackboard Discussions</u>
Class 2	Relationship Between Counseling & Social Justice Social Justice Issues: National	Chung & Bemak Ch. 1, 2 & 3 Articles: 3 & 4
Class 3	Social Justice Issues: Global	Articles 5 & 6, Chung & Bemak Ch. 15
Class 4	Global Social Justice Issues (continued) Assignment Presentations	
Saturday	10 - 4 p.m. Presentations	
Class 5	Theories of Social Change	Article 7 & 8; Chung & Bemak Ch. 9 & 10
Class 6	Advocacy and Empowerment	Chung & Bemak, Ch. 11 & 12, Article: 9 & 10
Class 7	Spring Break - No Classes or Blackboard	
Class 8	Social Action Research Interdisciplinary Collaboration	Chung & Bemak, Ch. 13 & 14
Class 9	Social Justice Internship Projects	Article: 11 & 12
Class 10	Role of the Social Justice Counselor MPM Model of Social Justice Counseling	Chung & Bemak Ch. 4 & 5
Class 11	Social Justice Projects	Chung & Bemak Ch. 15, Article 13
Class 12	Social Action Plan Town Hall Meeting	Article: 14 & 15
Class 13	Town Hal Meeting (continued) Barriers/Challenges to Social Justice Work	Chung & Bemak Ch. 17, Article 16
Class 14	Social Justice Self-Care Burnout & Compassion Fatigue	<u>Blackboard Final Comments</u>
Class 15	Special Issues in Social Justice	Chung & Bemak Ch. 6, 7, 8
Finals Week		

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

Scoring Rubrics for Class Participation ED CD 628

STANDARD	EXCEEDING - A	ADEQUATE - B	EMERGING - C	NOT PRESENT - F
#1. Content Knowledge – knowledge base	Regularly volunteers substantive observations that indicate reflection and analysis appropriate to topic, lecture, or assigned readings. This occurs several times in each class.	Occasionally volunteers substantive observations that indicate reflection and analysis appropriate to topic, lecture, and/or assigned readings. This occurs several times within one to two classes.	Rarely volunteers comments that indicate familiarity with topic, lecture, or assigned readings. This occurs one time within two – four classes.	Never volunteers comments that indicate familiarity with topic, lecture, or assigned readings.
#1. Content Knowledge – knowledge base	Regularly volunteers answers to instructor’s questions with substantive responses that indicates reflection and analysis appropriate to topic, lecture, or assigned readings. This occurs several times in each class.	Occasionally volunteers answers to instructor’s questions with substantive responses that indicates reflection and analysis appropriate to topic, lecture, or assigned readings. This occurs several times within one to two classes.	Answers questions only when called on. Remarks are sometimes substantive responses that indicate reflection and analysis appropriate to topic, lecture, or assigned readings. This occurs one time within two – four classes.	Answers questions only when called on. Remarks are never substantive responses that indicate reflection and analysis appropriate to topic, lecture, or assigned readings.