

George Mason University
College of Education and Human Development
Counseling and Development

EDCD 628.001 – Counseling and Social Justice
3 Credits, Fall 2017

Mondays 4:30 – 7:10 PM Krug Hall Room 107 – Fairfax
Saturday, September 23rd 10:00 AM – 4:00PM – Krug Hall Room 107 - Fairfax

Faculty

Name: Rita Chi-Ying Chung, Ph.D.
Office Hours: Monday and Tuesday afternoons or by appointment
Office Location:
Office Phone:
Email Address:

Prerequisites/Corequisites

Admission to CNDV program, 24 completed credits including EDCD 603, either EDCD 626 or EDCD 654, EDCD608 and EDCD660 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.

Course Overview

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 Delivery Method

This course will be delivered using a lecture format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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.

Professional Standards (CACREP)

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., & Bemak, F. (2012). *Social justice counseling: The next steps beyond multiculturalism*. Thousand Oaks, Calif.: Sage Publications

Articles uploaded on Blackboard

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

Assignment 1	15
Assignment 2+	20
Assignment 3	15
Assignment 4	15
Assignment 5	20
Participation/Attendance*	<u>15</u>
	100

***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.

+Every student registered for any C&D Program course (i.e., EDCD 628) with a required performance-based assessment is required to submit this assessment, Assignment 2 to Blackboard (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 Blackboard. Failure to submit the assessment to 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 Blackboard submission, the IN will convert to an F nine weeks into the following semester. Detail information on how to submit Assignment 2 to Blackboard that will be the portal to access the new electronic assessment site, Tk20 will be given in the 1st class. In addition, students are also required to submit Assignment 2 to safeassign on Blackboard to check for plagiarism.

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).

- **Other Requirements**

- 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.**

- All Assignments must be submitted to Safe assign via Blackboard by 4:30 p.m. the due date to check for plagiarism. Assignments that are not submitted to Safe assign 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.**

C&D 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

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 standards

- **Grading**

See assignments

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

Professional Dispositions

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

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading/Assignments</u>
Class 1	Introduction and Overview What is Social Justice? Historical Perspective of Social Justice	Chung & Bemak, Ch. 1 & 2 Articles
Class 2	Relationship Between Counseling & Social Justice Theories and Concepts of Social Justice	Chung & Bemak, Ch. 2 & 3 Articles

Class 3	Social Justice Issues: National & Global	Chung & Bemak, Ch. 16 Articles
Class 4	Social Justice Journeys Social Justice Implementation in Schools and Communities	Chung & Bemak Ch. 6, 7, 8
Class 5	Theories of Social Change	Chung & Bemak Ch. 9 Articles
Class 6	Social Justice Leadership	Chung & Bemak Ch. 9 &10 Articles
Class 7	Advocacy and Empowerment	Chung & Bemak, Ch. 11 &12 & Articles
Class 8	ACA Advocacy Competencies Application of competencies	
Class 9	Social Action Research	Chung & Bemak Ch. 14 Articles
Class10	Interdisciplinary Collaboration	Chung & Bemak, Ch.13 Articles
Class 11	MPM Model of Social Justice Application of Social Justice Work	Chung & Bemak Ch. 4 & 5
Class 12	Social Justice Training Programs Social Justice Work Case Studies	Chung & Bemak Ch. 15 Articles
Class 13	Role of the Social Justice Counselor Social Justice Role Plays	Chung & Bemak Ch. 4 Articles
Class 14	Barriers/Challenges to Social Justice Work	Chung & Bemak Ch. 17 Articles
Class 15	Self-Care & Burnout	Articles

Finals Week

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-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 Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.