

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

EDCD 628.DL1 – Counseling and Social Justice  
3 Credits, Spring 2021  
Tuesdays, 4:30 – 7:10 PM - Synchronous Online

**Faculty**

Name: Shekila Melchior  
Office Hours: By Appointment (email to schedule)  
Office Location: Krug Hall Suite, 202 (Counseling Office). Closed for spring due to Covid-19 – Staff will be working remotely. For assistance, email your faculty advisor or [dwest6@gmu.edu](mailto:dwest6@gmu.edu).  
Office Phone: 703-993-2087 (Counseling Office)  
Email Address:

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**Prerequisites/Corequisites**

B or better in EDCCD 611 or B or better in EDCCD 654 or B or better in EDCCD 660

**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 online (76% or more) using hybrid format via Blackboard Learning Management system (LMS) housed in the My Mason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, January 25 at 8:00 a.m.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

## *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## *Expectations*

- Course Week:  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [2] times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### Course Objectives

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

1. Understand the role and process of the professional counselor advocating on behalf of the profession (CACREP 2.F.1.d)
2. Identify advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP 2.F.1.e)
3. Understand the effects of power and privilege of counselors and clients (CACREP 2.F.2.e)
4. Identify strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP 2.F.2.h)
5. Identify strategies to advocate for persons with mental health issues (CACREP 5.C.3.e)

### Professional Standards

#### *Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016*

CACREP Standard	Course Objective Coverage	Course Activities
advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP 2.F.1.e)	This Standard is part of Course Objective #2, which is addressed in Classes 3, 5, 10, 11, 12, 13, 14, 15, including on “Historical Perspective of Social Justice” and “Theories of Social Justice and Change”	Course activities that discuss this Standard include: lecture and class discussion on theories of social justice and counseling and social justice.
the effects of power and privilege for counselors and clients (CACREP 2.F.2.e)	This Standard is part of Course Objective #3, which is addressed in Classes 2, 4, 10, 11, 12, 13, 14, 15, including on “Social Justice Identity Development” and “Social Justice Issues: National & Global”	Course activities that discuss this Standard include: lecture and class discussion on social justice identity development.  Additionally, this Standard is measured as part of the Social Justice Advocacy Project Key Assignment, which assesses KPI A.2.b.2
strategies for identifying and	This Standard is part of	Course activities that discuss this

eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP 2.F.2.h)	Course Objective #4, which is addressed in Classes 7, 10, 11, 12, 13, 14, 15, including on “Counseling and Social Justice” and “Self-Care & Burn-Out”	Standard include: lecture and class discussion on counseling and social justice.  Additionally, this Standard is measured as part of the Social Justice Advocacy Project Key Assignment, which assesses KPI A.2.b.2
strategies to advocate for persons with mental health issues (CACREP 5.C.3.e)	This Standard is part of Course Objective #5, which is addressed in Classes 7, 9, 10, 11, 12, 13, 14, 15, including on “Counseling and Social Justice” and “Social Justice in Music, the Arts and Pop Culture”	Course activities that discuss this Standard include: lecture and class discussion on counseling and social justice.

### Required Texts

All readings are uploaded on Blackboard

### Additional Readings

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (7th 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, VIA, hard copy).

- **Assignments and/or Examinations**

a. **Social Justice Advocacy Project** (*No more than two students can select the same SJ issue*)  
(Key Assignment: KPI A.2.b.2; CACREP 2.F.2.h, 2.F.2.e)

**1. Social Justice Identity Development**

**15 pts.**

In 2-3 pages you will reflect on events and life experiences that have shaped your cultural being. You want to explore experiences that are significant in shaping your worldview, cultural heritage and identity; and how these experiences have shaped your thinking, values, and behaviors. You should also interpret the cultural meaning of these experiences (cultural socialization) and the impact on your current functioning. Discuss how your experiences have led you to choose your social justice issue.

**2. Historical review of Social Justice issue**

**15 pts.**

Complete a 5-7-page research paper exploring the historical context of your chosen social justice issue. You should use 7-10 sources and the paper should be APA formatted.

**3. Advocacy plan – Individual, Community, Systemic**

**15 pts.**

Develop a 1-page advocacy plan outlining how you intend to advocate for your population at the individual, community and systemic level.

**4. Self-care plan**

**10 pts.**

As social justice advocates, compassion fatigue is common so it is imperative for you to take care of yourself. Briefly outline how you intend to take care of yourself. Maximum 1 page.

**5. Action Step** **25 pts.**

For this portion of the project you need to take “action” at **BOTH** level 1 and 2.

Complete a 2-3-page reflection discussing your experiences.

*(Some ideas for each level are outlined below):*

**Level 1:** Write a congressperson, interview an ally/advocate of your issue.

**Level 2:** Participate in an event, a march, townhall or political talk.

**Presentation** **10 pts.**

During the presentation you will present your issue to your peers by proving the historical context, why you chose your social justice issue, briefly discuss your action steps, and how your peers can support this issue moving forward.

*At the end of the semester submit your entire project to VIA*

- **Other Requirements**

NA

- **Grading**

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.

<b>GRADED ASSIGNMENTS:</b> Grades will be posted to Blackboard	
Attendance and Participation	10 points
Social justice Advocacy Project	
a. Social Justice Identity Development	15 points
b. Historical review of SJ issue	15 points
c. Advocacy plan	15 points
d. Self-care plan	10 points
e. Action step	25 points
f. Presentation	10 points
<b>Total Points - 100</b>	

**In accordance with the George Mason University Grading Policy, the following grades may be achieved:**

A [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 and below]

## Professional Dispositions

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

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

## Professional Dispositions Assessment

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
Basic	602, 609, 606, 601, 525, 603, 604, 656 654, 652, 658	602, 606, 609, 601, 525, 603, 604, 656 613, 611, 626	2
Intermediate	608, 750, 660, 628, 619, 610, 797	608, 751, 660, 628, 619, 610, 797	3
Advanced	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances, this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.
- **N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

## Class Schedule

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

<b>Week</b>	<b>Topics</b>	<b>Assignment(s) Due</b>	<b>Course Obj. #s</b>
1: Jan 26 [S]	Introduction and Overview What is Social Justice? MCC review	<i>Discussion Board</i>	1
2: Feb 2 [A]	Theories of Social Justice and Change	<i>Discussion Board</i>	2
3: Feb 9 [S]	Social Justice Identity Development	<i>Social Justice Identity Development</i>	1,3
4: Feb 16 [A]	Historical Perspective of Social Justice	<i>Discussion Board</i>	2
5: Feb 23 [S]	Social Justice Issues: National & Global		3
6: Mar 2 [S]	Social Movements	<i>Historical Review</i>	
7: Mar 9 [A]	Counseling and Social Justice	<i>Discussion Board</i>	1,4,5
8: Mar 16 [A]	Allyship	<i>Discussion Board</i>	
9: Mar 23 [S]	Social Justice in Music, the Arts and Pop Culture	Advocacy Plan	5
10: Mar 30 [A]	Self-Care & Burn out	Self-care Plan	1,2,3,4,5
11: Apr 6 [S]	Guest Panel	Action Steps	1,2,3,4,5
12: Apr 13 [A]	No Class – Presentation Prep	Presentations uploaded to Bb by 4:00 pm	1,2,3,4,5
13: Apr 20 [S]	Presentations		1,2,3,4,5

14: Apr 27 [S]	Presentations	<b>Upload completed project to VIA by 5:00 p.m.</b>	1,2,3,4,5
15: May 4	Presentations (If needed)		1,2,3,4,5

### **Counseling Program Mission Statement**

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

### **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 <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*



- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

**Assessment Rubric**

**Social Justice Advocacy Project (Key Assignment: KPI A.2.b.2; CACREP 2.F.2.h, 2.F.2.e)**

Criteria	%	Exceeds Standards 4	Meets Standards 3	Approaching Standards 2	Below Standards 1
1. Social Justice Identity Development  KPI A.2.b.2; CACREP 2.F.2.e	15	Excellent and clear reflection of experiences that shape their worldview, heritage and identity. Included the effects of power and privilege on their social justice identity development.	Good and clear reflection of experiences that shape their worldview, heritage and identity. Adequately included the effects of power and privilege on their social justice identity development.	Inadequate reflection of experiences that shape their worldview, heritage and identity. Minimally included the effects of power and privilege on their social justice identity development.	Poor reflection of experiences that shape their worldview, heritage and identity. Did not include the effects of power and privilege on their social justice identity development.
2. Historical Review  KPI A.2.b.2; CACREP 2.F.2.e	20	Excellent and clear comprehensive understanding of the historical concepts/ideas and provides an overview of systematic and sociopolitical considerations related to the topic.	Good and clear comprehensive understanding of the historical concepts/ideas and provides an overview of systematic and sociopolitical considerations related to the topic.	Inadequate and minimal thoughts of the historical concepts/ideas and provides an overview of systematic and sociopolitical considerations related to the topic.	Poor thoughts of the historical concepts/ideas and provides an overview of systematic and sociopolitical considerations related to the topic.

3. Advocacy Plan KPI A.2.b.2; CACREP 2.F.2.h	10	Three excellent social justice and advocacy examples (individual, community, systemic) are provided that applies concepts to social justice counseling.	Two good social justice and advocacy examples are provided that apply concepts to social justice counseling.	One accurate social justice or advocacy examples is provided that applies concepts to social justice counseling.	Inadequate, poor or no examples provided that apply concepts to social justice counseling.
4. Self-care plan	10	Provided a self-care plan that was excellent and comprehensive	Provided a self-care plan that was good and clear	Self-care plan was inadequate	Did not submit a self-care plan
5. Action Step KPI A.2.b.2; CACREP 2.F.2.h	25	Participated in both a level one and level two step and the reflection was excellent and comprehensive reflection	Participated in both a level one and level two and the reflection was good and clear	Participated in only one level of the action step and reflected minimally	Did not participate in an action step and did complete a reflection
6. Presentation	10	Presentation is a 15 – 20 minute presentation that is informative, clear and comprehensive.	Presentation is a 15 – 20 minute presentation That is moderately informative, clear and comprehensive	Presentation of less than 15 minutes or more than 25 minutes. Too many or too few details to establish clarity and interest.	Presentation is less than 10 minutes, no handouts for audience, limited or no enthusiasm.
7. Writing style, grammar, page limit including APA Style  Overall points deducted for APA errors.	10	Adheres to APA style and is clear, understandable, exceptionally well organized, and grammatically correct. No APA errors. Language is appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers.	Adheres to APA style with only a few errors; is clear, well organized, understandable, and grammatically correct with only a few errors. Language is mostly appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers with only a few errors.	Has errors in APA style lacks clarity, not well organized, and has grammatical errors. Language is somewhat appropriate for the type of paper. Adheres to some of paper requirements for page limit and headers/sub-headers.	Does not follow APA style, is unclear, is poorly organized, and has many grammatical errors. Language is generally not appropriate for the type of paper. Adheres to few or none of the paper requirements for page limit and headers/sub-headers.