

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

EDCD 628
Counseling & Social Justice
Summer 2011

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

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Office Hours: Tuesday and Thursday afternoon and by appointments

Class Location: Tuesday and Thursday 3:50 p.m. - 6:50 p.m., Saturdays (6/4, 6/11 and 6/18)
10:00 a.m. – 4:00 p.m., Robinson A349

Prerequisite Requirements:

Students must be currently enrolled in the Counseling and Development program and taken 24 credits that include EDCD 603, EDCD608 and EDCD 626, or EDCD 654 or by permission of the instructor.

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:

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.

Required Texts:

Freire, P. (2010). *Pedagogy of the oppressed*. Continuum International Publishing Group Inc.

Articles uploaded on blackboard

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.

Professional Dispositions

As posted on C&D homepage:

http://gse.gmu.edu/programs/counseling/professional_performance.htm

Professional Performance Criteria (Effective February 25, 2003)

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 Graduate School of Education 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

Honor Code:

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code: To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the university Catalog or Website at http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and **inform the instructor, in writing, at the beginning of the semester**. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Note: GMU requested that students turn off their pagers, cell-phones, i-phones, blackberry, and other electronic devices before class begins

Course Requirements / Assignments

Descriptions of course requirements, assignments, presentations, readings, blackboard requirements etc. will be given on the first class.

Evaluation and Grading

<u>Assignments</u>	<u>Due</u>
Assignment 1	6/2/11
Assignment 2	6/9/11
Assignment 3	6/16/11
Assignment 4	6/21/11
Blackboard	
Participation/Attendance	

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 in the course requirements points/grade will be deducted from assignments that do not follow APA 6th edition guidelines and/or exceed the page limit. **First Day of Class and Saturday classes are Mandatory.**

Grading Scale:

A=100-97; A-=96-94; B+=93-91; B=90-87; B-=86-84; C=83-80; F=below 70

Course Schedule**

<u>Date</u>	<u>Topic</u>	<u>Assignments</u>
Class 1 5/24/11	Introduction and Overview What is Social Justice?	
Class 2 5/26/11	Social Justice Overview Historical Perspective and Definition	
Class 3 5/31/11	Relationship Between Counseling & Social Justice Issues: National & Global	
Class 4 6/2/11	Theories of Social Justice & Social Change	
Class 5 & 6 (Saturday 10- 4 p.m.) 6/4/11	Leadership	
Class 7 6/7/11	Advocacy	
Class 8 6/9/11	Social Justice Issues	
Class 9 &10 Saturday 10-4 p.m. 6/11/11	Empowerment	
Class 11 6/14/11	Social Justice Counselor: Redefining New Roles	
Class 12 6/16/11	Social Justice Application	
Class 13 &14 Saturday 10-4 p.m. 6/18/11	Social Justice Challenges	
Class 15 6/21/11	Special Issues in Social Justice	
Finals 6/23/11		

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