

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

EDCD 628
Counseling & Social Justice
Summer 2012

Instructor: Jessica Diaz McKechnie
Office: By Appointment
Phone: 301-793-0983
Email:
Office Hours: By appointment only
Class Time: Mondays, Wednesdays, and Fridays
7:00 p.m. - 10:05 p.m.,
July 02 – August 04
Class Location: Innovation Hall Rm 107
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:

Chung, R. C-Y., & Bemak, F. (2012). Social justice counseling: Next steps beyond multiculturalism. Sage Publication.

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

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

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT - *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in your participation grade.
- 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.
- Students are expected to exhibit professional behaviors and dispositions at all times. Campus Resources
- 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/>].
- 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/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

GMU's Plagiarism Policy: <http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism>:

The following two paragraphs are taken directly from GMU's website re: plagiarism.

Plagiarism Statement

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of

citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism.

Plagiarism and the Internet

Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material. (Virginia Montecino)

Course Requirements / Assignments

Descriptions of course requirements, assignments, presentations, readings, blackboard requirements etc. will be given on the first 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 in then th course requirements points/grade will be deducted from assignments that do not follow APA 6 edition guidelines and/or exceed the page limit.

First Day of Class is mandatory.

All assignments are due at the beginning of class, i.e., 7:00 p.m.

Grading Scale:

A=100-97; A-=96-94; B+=93-91; B=90-87; B-=86-84; C=83-80; F=below70

COURSE SCHEDULE**

DATE	TOPIC	READING/ASSIGNMENT
#1 – July 2	Introduction and Overview What is Social Justice?	Syllabus
#2 – July 4	No Class – GMU Closed	
#3 – July 6	Social Justice Overview Historical Perspective and Definition	Chung & Bemak, Ch 1-3
#4 – July 9	Social Advocacy Group work – Social Issues	Chung & Bemak, Ch 6-8 Personal Journey Project
#5 – July 11	Theories of Social Justice & Social Change	Chung & Bemak, Ch 4-5 Freire – Ch. 1 (Presentation)
#6 – July 13	Leadership	Chung & Bemak, Ch 10
#7 – July 16	Advocacy	Chung & Bemak, Ch 11 Freire – Ch. 2 (Presentation)
#8 – July 18	Social Justice Issues	Chung & Bemak, Ch 9 Social Articles (TBA/Blackboard)
#9 – July 20	Empowerment	Chung & Bemak, Ch 12 Freire – Ch. 3 (Presentation)
#10 – July 23	Social Justice Counselor	Chung & Bemak, Ch 13-15
#11 – July 25	Social Justice Application	Freire – Ch. 4 (Presentation) Social Articles (TBA/Blackboard)
#12 – July 27	Social Justice Challenges	Chung & Bemak, Ch 16-17
#13 – July 30	Special Issues – School Counseling	Social Articles (TBA/Blackboard)
#14 – August 1	Special Issues – Community	Social Articles (TBA/Blackboard)
#15 – August 3	Final Exam	Final Exam

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

