



College of Education and Human Development

Counseling & Development
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<http://gse.gmu.edu/counseling/>

EDCD 797.006 Critical Advocacy Skills for Counselors

1 Credit

Spring 2016

Saturday, April 9th & Sunday, April 10th

9 AM – 4:30 PM

Robinson Hall A123

PROFESSOR:

Name: Sachin Jain, Ph.D., LPC

Email address: sjain7@gmu.edu

COURSE DESCRIPTION:

A. Prerequisites/Corequisite

Admission to the CNDV Program and EDCD 603.

B. University Catalog Course Description

Advanced study of selected topics in education for students who have been admitted to the Counseling and Development program

C. Expanded Course Description

This course is designed to provide students with an understanding of issues and trends in advocacy skills for counselors. Topics include culture, ethnicity, nationality, race, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status, etc. This class has an experiential component imbedded in the overall design. One goal is to challenge students to examine personal biases, prejudices, discriminatory and pathological belief systems, and subsequently invite students to change attitudes, beliefs, and behaviors that may be deemed oppressive in nature. Another goal is to heighten student's critical consciousness, and foster a social justice orientation. Students may experience interpersonal challenges throughout this course in the process of self-examination which may result in uncomfortable feelings such as anxiety, guilt, shame, etc. All students are encouraged to participate in their own personal therapy or growth counseling for continued growth.

NATURE OF COURSE DELIVERY

This course is taught using lectures, class discussions and case studies.

LEARNER OUTCOMES or OBJECTIVES:

At the conclusion of this course, students should be able to:

1. Understand the role of the counselor as change agent, leader, and advocate for their clients in community and school settings.
2. Gain knowledge and understanding of the theories/models of social justice, social change, leadership, and advocacy for counselors from a multicultural perspective.
3. Understand challenges and issues of resistance involved in social justice and counseling.
4. Acquire skills, techniques and strategies to develop, design, and implement social action programs in community and school systems.

PROFESSIONAL STANDARDS (CACREP)

EDCD 797.006 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.F.1.e: advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients). Furthermore, the above organizations state that the primary responsibility of counselors is to respect the dignity and to promote the welfare of clients.

Note: The course knowledge and understanding are designed to meet the most recent CACREP Standards, NCATE standards.

The CACREP web site is located at: <http://www.counseling.org/cacrep/>, the NCATE web site is located at <http://www.ncate.org/>

SUGGESTED TEXTS:

Competencies –

- Advocacy Competencies: Lewis, Arnold, House & Toporek. Retrieved from <http://www.counseling.org/Publications/>
- Competencies for Counseling with Transgender Clients. Retrieved from <http://www.counseling.org/Publications/>
- Competencies for Counseling with Gay, Lesbian, Bisexual, and Transgendered (LGBT) Clients. Retrieved from <http://www.algbtic.org/competencies.html>
- Cross-Cultural Competencies and Objectives. Retrieved from <http://www.counseling.org/Publications/>

Journal Articles –

- Bemak, F., & Chung, R. C-Y. (2011) Applications in social justice counselor training: Classroom Without Walls. *Journal of Humanistic Counseling, Education, and Development*, 50(2), 204-219.
- Bemak, F., Chung, R. C-Y., Talleyrand, R. M., Jones, H., & Daquin J. (2011). Implementing multicultural social justice strategies in counselor education training programs. *Journal of Social Action in Psychology and Counseling*, 3(1), 29-43.
- Carr, D., & Friedman, M. A. (2005). Is obesity stigmatizing? Body weight, perceived discrimination, and psychological well-being in the United States. *Journal of Health and Social Behavior*, 46(3), 244-259.
- Chavis, A. Z., & Hill, M. S. (2009). Integrating multiple intersecting identities: A multicultural conceptualization of the power and control wheel. *Women & Therapy*, 32(1), 121-149. doi: 10.1080/02703140802384552
- Chen-H ayes, S. (2001). Social justice advocacy readiness questionnaire. *Journal of Gay & Lesbian Social Services*, 13(1), 191-204. doi: 10.1300/J041v13n01_13
- Chung, R. C-Y., & Bemak, F. (2013). Use of ethnographic fiction in social justice graduate counseling training. *Counselor Education and Supervision*, 52, 56-68. doi:10.1002/j.1556-6978.2013.00028.x

- Chung, R. C-Y., Bemak, F., & Kudo Grabosky, T. (2011). Multicultural-social justice leadership strategies: Counseling and advocacy with immigrants. *Journal of Social Action in Psychology and Counseling*, 3(1), 86-102.
- Estrada, D., & Rutter, P. (2006). Counselors as social advocates: Connecting a lesbian client to social justice. *Journal of LGBT Issues in Counseling*, 1(4), 121-134. doi:10.1300/J4642vo1n04_08
- Foster, M. (2009). The dynamic nature of coping with gender discrimination: Appraisals, strategies and well-being over time. *Sex Roles*, 60(9-10), 694-707. doi:10.1007/s11199-008-9568-2
- Garstka, T. A., Schmitt, M. T., Branscombe, N. R., & Hummert, M. L. (2004). How young and older adults differ in their responses to perceived age discrimination. *Psychology and Aging*, 19(2), 326-335. doi: 10.1037/0882-7974.19.2.326
- Johnstone, M., & Kanitsaki, O. (2008). Ethnic aged discrimination and disparities in health and social care: A question of social justice. *Australasian Journal on Ageing*, 27(3), 110-115. doi: 10.1111/j.1741-6612.2008.00311.x
- Martínez, C., Paterna, C., Roux, P., & Falomir, J. M. (2010). Predicting gender awareness: The relevance of neo-sexism. *Journal of Gender Studies*, 19(1), 1-12. Doi: 10.1080/09589230903057142
- McIntosh, P. (1990). White Privilege: Unpacking the Invisible Knapsack.
- McGuire, J. K., Anderson, C. R., Toomey, R. B., & Russell, S. T. (2010). School climate for transgender youth: A mixed method investigation of student experiences and school responses. *Journal of Youth and Adolescence*, 39(10), 1175-1188. Doi 10.1007/s10964-010-9540-7
- Miller, R. L., Jr. (2007). Legacy denied: African American gay men, AIDS, and the black church. *Social Work*, 52(1), 51-61.
- Ratts, M. J., DeKruyf, L., & Chen-Hayes, S. (2007). The ACA advocacy competencies: A social justice advocacy framework for professional school counselors. *Professional School Counseling*, 11(2), 90-97.
- Sibley, C. G., Overall, N. C., Duckitt, J., Perry, R., Milfont, T. L., Khan, S. S., Fischer, R., & Robertson, A. (2009). Your sexism predicts my sexism: Perceptions of men's (but not women's) sexism affects one's own sexism over time. *Sex Roles*, 60(9-10), 682-693. doi:10.1007/s1119-008-9554-8
- Smith, L. (2008). Positioning classism within counseling psychology's social justice agenda. *The Counseling Psychologist*, 36(6), 895-924. doi: 10.1177/0011000007309861
- Smith, S. D., Ng, K., Brinson, J., & Mityagin, E. (2008). Multiculturalism, diversity, and social advocacy: A 17-year content analysis of counselor education and supervision. *Counselor Education and Supervision*, 47(4), 249-263.
- Smith, S. D., Reynolds, C. A., & Rovnak, A. (2009). A critical analysis of the social advocacy movement in counseling. *Journal of Counseling & Development*, 87(4), 483-491.

- Swami, V., Pietschnig, J., Stieger, S., Tovée, M. J., & Voracek, M. (2010). An investigation of weight bias against women and its associations with individual difference factors. *BodyImage*, 7(3), 194-199. doi:10.1016/j.bodyim.2010.03.003
- Wester, S. R., McDonough, T. A., White, M., Vogel, D. L., & Taylor, L. (2010). Using gender role conflict theory in counseling male-to-female transgender individuals. *Journal of Counseling & Development*, 88(2), 214-219.
- Whitehead, A. L. (2010). Sacred rites and civil rights: Religion's effect on attitudes toward same-sex unions and the perceived cause of homosexuality. *Social Science Quarterly*, 91(1), 63-79. Retrieved from <http://www.jstor.org/stable/42956523>

Book Chapters –

- Chen-Hayes, S. F. (2001). Systemic anti-oppression strategies for school counselors as allies advocating for queer children, youth, and families of multiracial experience. In K. K. Kumashiro (Ed.), *Troubling intersections of race and sexuality: Queer students of color and anti-oppressive education* (pp. 163-178). New York: Rowman & Littlefield.
- Smith, S. D. (2004). Sexual underrepresented youth: Understanding gay, lesbian, bisexual, transgendered and questioning youth. In J. L. Chin (Ed.) *The Psychology of Prejudice and Discrimination (Vol 3): Gender and Sexual Orientation*, 151-199. Praeger Press.

Other Documents & Videos –

- Universal Declaration of Human Rights (United Nations, 1948). Retrieved from www.un.org/rights
- Lee, C. C. (2007). *Social justice: A moral imperative for counselors* (ACAPCD-07). Alexandria, VA: American Counseling Association.
- Amnesty International's Campaign for International Justice. Retrieved from <http://www.amnesty.org/en/international-justice/background>
- Human Rights Watch: Dear Obama: A Message from the Victims of the LRA. Retrieved from <http://www.hrw.org/en/node/94226>
- IWGIA's Mission Statement. Retrieved from <http://www.iwgia.org/sw17673.asp>
- Amazonia For Sale. Retrieved from http://www.dailymotion.com/video/xcdem0_amazonia-for-sale_news
- Land of the Free, Home of the Poor <http://www.youtube.com/watch?v=YnQwTS-K6jI>

COURSE ASSIGNMENTS AND EXAMINATIONS:

Writing Assignment – Counseling and Advocacy across globe (60 points)

This is an assignment demonstrating your understanding of social justice and the role of world citizens in creating a socially just world. This paper must be 3000-3500 words (approximately 11 pages, not including title, abstract, or reference pages) adhering to APA style. This is a research paper that requires the student to thoroughly examine the theory of social justice and the role that they play in creating a socially just world on the assigned country.

The following points need to be addressed:

Country related Information: Universal and Culture specific perspectives (4 pages)

- Social Support
- Cost of Living
- Discrimination and Racism
- Gender Roles
- Cultural Encapsulation and unintentional oppression
- Family

Counseling & Advocacy (4 pages)

- Use and legitimization of Counseling Services
- Counseling styles
- Cultural Norms in Counseling Practices
- Language Proficiency and Counseling
- Culturally responsive communication skills
- Ethical Issues

United States' "immigrant stock" (2 page)

- Key Personalities
- First and second generations

Future Directions (1 page)

Classroom Participation and Attendance Policy: (40 points)

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.

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

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Not applicable to this course.

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

TENTATIVE COURSE SCHEDULE