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 –

Journal Articles –


**Book Chapters –**


**Other Documents & Videos –**


• 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