

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

EDCD 628.001 – Counseling and Social Justice
3 Credits, Spring 2020
Tuesdays 4:30 – 7:10 PM Krug Hall Room 107 – Fairfax

Faculty

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Prerequisites/Corequisites

Admission to CNDV program, 24 credits in CNDV completed; B or better in EDCD 608; B or better in EDCD 626 or B or better in EDCD 654; EDCD 660 or concurrent

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 using a lecture format.

CACREP/Learner Outcomes or Objectives

Upon completion of this course, students will have met the following professional standards:

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

5. Identify strategies to advocate for persons with mental health issues (5.C.3.e)

Required Texts

Chung, R. C., & Bemak, F. (2012). *Social justice counseling: The next steps beyond multiculturalism*. Thousand Oaks, Calif.: Sage Publications

In Adams, M., In Blumenfeld, W. J., In Catalano, D. C. J., In DeJong, K. S., In Hackman, H., In Hopkins, L. E., In Love, B. J., ... In Zúñiga, X. (2018). *Readings for diversity and social justice*.

Articles uploaded on Blackboard

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th 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, Tk20, hard copy).

Assignments and/or Examinations

- a. **Social Justice Advocacy Project** (*No more than two students can select the same SJ issue*)

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. APA formatting.

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” (*Some ideas 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. Complete a 2-3 page reflection discussing your experiences.

6. 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 Blackboard.

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.

GRADED ASSIGNMENTS: 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	20 points
c. Advocacy plan	10 points
d. Self-care plan	10 points
e. Action step	25 points
f. Presentation	10 points
Total Points - 100	

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

A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 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, 601, 525, 603, 604 654, 652, 656, 658	602, 606, 601, 525, 603, 604 613, 611, 626, 615	2
Intermediate	608, 750, 660, 628, 619, 621, 610, 797	608, 751, 660, 628, 619, 621, 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.

Week	Readings	Topics	Assignment(s) Due	CACREP Standards
1: Jan 21		Introduction and Overview What is Social Justice? MCC review		1
2: Jan 28	RDSJ: S1-5 RDSJ: S8-131;134	Social Justice Identity Development		1,3
3: Feb 4	RDSJ: S1-2 RDSJ:S1-4	Historical Perspective of Social Justice	Social Justice Identity Development	2
4: Feb 11	Ch. 16	Social Justice Issues: National & Global		3

5: Feb 18	Ch. 3 & 9	Theories of Social Justice and Change		2
6: Feb 25	RDSJ: Voices – Allies (S8 – 136) Articles	Counseling and Social Justice		
7: Mar 3	Ch. 11 & 12 Advocacy Competencies Article	Leadership, Advocacy & Empowerment	Historical Review	1,4,5
8: Mar 9		Spring Break		
9: Mar 17	Student Choice: RDSJ	Identity Simulation	Advocacy Plan	5
10: Mar 24	Student Choice: RDSJ	Identity Simulation		1,2,3,4,5
11: Mar 31	Ch. 13	Interdisciplinary Collaboration		1,2,3,4,5
12: Apr 7	Articles	Self-Care & Burnout	Self-care Plan	1,2,3,4,5
13: Apr 14	RDSJ: Voices – Courage (S8 – 135)	Guest Lecture Panel		1,2,3,4,5
14: Apr 21		Presentations	Presentations uploaded to Bb by 4:00 pm Action Steps	1,2,3,4,5
15: Apr 28	RDSJ: S8 - 137	Presentations		1,2,3,4,5
16: May 5		Upload completed project by 5:00 p.m.		

Counseling and Development 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

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. 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.

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