

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

EDCD 628.001 – Counseling and Social Justice  
3 Credits, Fall 2020  
Tuesdays, 4:30 – 7:10 PM - Synchronous Online

**Faculty**

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Office Hours: By Appointment (email to schedule)  
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Office Phone:  
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**Prerequisites/Corequisites**

Admission to CNDV program, 24 credits in CNDV completed; B or better in EDCC 608; B or better in EDCC 626 or B or better in EDCC 654; EDCC 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 online (76% or more) using Synchronous and asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Blackboard, Monday, August 24 at 8:00am

**Under no circumstances may students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

## *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may need to use a headset microphone for use with the Blackboard Collaborate web conferencing tool if situated in an area with a lot of background noise.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## *Expectations*

- See the detailed Course Schedule for specific meeting and assignment due date information.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Students should email the instructor to schedule a one-on-one session, including suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes**

This course is designed to enable students to do the following:

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)

### **Professional Standards**

#### ***Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016***

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

- advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP 2.F.1.e)
- the effects of power and privilege for counselors and clients (CACREP 2.F.2.e)
- strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP 2.F.2.h)
- strategies to advocate for persons with mental health issues (CACREP 5.3.e CMHC)

### **Required Texts**

All readings are 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.

<b>GRADED ASSIGNMENTS:</b> 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
<b>Total Points - 100</b>	

**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
<b>Basic</b>	602, 609, 601, 525, 603, 604 654, 652, 656, 658	602, 606, 601, 525, 603, 604 613, 611, 626, 615	2
<b>Intermediate</b>	608, 750, 660, 628, 619, 621, 610, 797	608, 751, 660, 628, 619, 621, 610, 797	3
<b>Advanced</b>	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	Topics	Assignment(s) Due	CACREP Standards
1: Aug 25 [S]	Introduction and Overview What is Social Justice? MCC review	<i>Discussion Board</i>	1
2: Sep 1 [S]	Social Justice Identity Development		1,3
3: Sep 8 [A]	Historical Perspective of Social Justice	<i>Discussion Board</i> Social Justice Identity Development	2
4: Sep 15 [S]	Social Justice Issues: National & Global		3
5: Sep 22 [A]	Theories of Social Justice and Change	<i>Discussion Board</i>	2
6: Sep 29 [S]	Allyship		
7: Oct 6 [A]	Counseling and Social Justice	<i>Discussion Board</i> Historical Review	1,4,5
8: Oct 13 [S]	Culturally Compassionate Leadership		

9: Oct 20 [A]	Social Justice in Music, the Arts and Pop Culture	<i>Discussion Board</i> Advocacy Plan	5
10: Oct 27 [S]	Self-Care & Burn out		1,2,3,4,5
11: Nov 3 [A]	No Class - Holiday	Self-care Plan	1,2,3,4,5
12: Nov 10 [S]	Guest Panel	Action Steps	1,2,3,4,5
13: Nov 17 [S]	Presentations		1,2,3,4,5
14: Nov 24 [S]	Presentations	Presentations uploaded to Bb by 4:00 pm	1,2,3,4,5
15: Dec 1	Presentations (If needed)	<b>Upload completed project to VIA by 5:00 p.m.</b>	1,2,3,4,5

### **Counseling Program 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](mailto: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](mailto:titleix@gmu.edu).

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