

**George Mason University  
College of Education and Human Development  
Counseling and Development (C&D) Program**

**EDCD 896.001: Advanced Multicultural Counseling (Spring 2011)  
Mondays, 7:20-10:00pm Robinson Hall 349**

**Instructor: Regine Talleyrand, Ph.D.**

**Email:** rtalleyr@gmu.edu

**Office Hours: Mondays, 12-2pm or by appointment**

**Office Phone:** (703) 993-4419

**Office Location:** Robinson A333

**Course Description**

***Prerequisite:* Master's degree in counseling or related counseling field from accredited institution of higher education, EDCD 660 or equivalent, EDCD 895, and admission to counseling and development PhD specialization; or permission of instructor:** This course is designed to examine advanced issues in multicultural counseling, including multicultural counseling theories, skills, assessment, supervision, research, and ethics. Specific concepts for in-depth exploration will include racial identity theory, acculturation, privilege, gender, sexuality, and socioeconomic status.

**Relationship to C & D Program Goals and Professional Organizations**

Multiculturalism is a critical issue and relevant to all counseling courses. This class is a core course in the Counseling and Development Program and addresses the program goals and mission and provides a foundation in understanding multicultural issues relevant to counseling. This course provides a basis for all the other courses in the program and facilitates multicultural perspectives, highlighting awareness, understanding and knowledge of multicultural issues in all areas of counseling including practicum and internship. EDCD660 fulfills the requirements of the following professional organizations: Virginia Department of Education, Virginia Department of Health Professions, American Counseling Association (ACA) Code of Ethics, and CACREP (Council for Accreditation of Counseling and Related Educational Programs) standards (CACREP-Section II Kb: An understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society).

**Course Objectives/Student Outcomes**

- 1 To provide a broad understanding of the literature on racial identity, acculturation, privilege, gender, sexuality, and socioeconomic status.
2. To help link the literature to personal experiences.
3. To educate, understand, and increase awareness of the effect of the literature on the counseling relationship.
4. To recognize the individual's level of cultural competency and expertise in multicultural counseling as it relates to his or her professional development.
5. To have an awareness of assessing resources to work more effectively with culturally diverse clients.
6. To encourage the elimination of biases, prejudices and discriminatory behavior with culturally diverse clients, community and society.

**Required Course Material**

Sue, D. W. (2003). *Overcoming our Racism: The Journey to Liberation*. Jossey-Bass: San Francisco, CA. (S1) .

Sue, D.W. (2010). *Microaggressions.in Everyday Life: Race, Gender and Sexual Orientation*. Wiley: Hoboken, NJ. (S2).

**Additional Readings available on Blackboard****Course Requirements/Assignments****Participation and Attendance in Class (30 points)**

Classroom participation is a vital part of this course. 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. Grades for this portion will be determined by quality of the participation. If students miss more than 1 class without acceptable reasons (e.g., family emergency, illness with a doctor's note), he or she will not receive a passing grade for the course. If there is a scheduling conflict that interferes with attendance during any portion of the class, students should see the instructor in the first class to discuss continuing in the class this semester or taking the course during another semester. **Blackboard postings discussing the class content/readings/current events will be due by 10pm every Sunday night and will factor into your participation grade.**

**Advocacy Project (20 points)**

A one page summary and brief report of an activity engaged in sometime during the semester that was in some way directed at advocacy or policy for an individual or group related to the topics discussed in class. The summary should include a description of the problem being addressed and a rationale for the particular action taken (i.e., intended change). Also included should be a personal reaction to doing the activity and an appraisal of the success of the activity. Examples could include participating in a peaceful march, lobbying a congressional representative in a direct manner, attempting to secure social services for someone, talking to someone in an organization about a needed change, writing an article for a popular magazine, organizing or presenting a talk or workshop, etc. The report will be presented to the class on April 11<sup>th</sup> and each student will have no more than 10-15 minutes to present their activity and results.

**Media Project (10 points)**

A brief yet creative oral/visual presentation on the media representation of an aspect of one of the multicultural concepts discussed in class or on the effect of technological advances in our society on one of the concepts discussed in class. For example, the representation of LGBT populations on television and/or the birth of internet technology could be topics for discussion. Individual presentations will be between 10-15 minutes and each student will hand in a one-page summary of your "search" method.

**Group Presentation (10 points)**

Each student will spend one class period facilitating a discussion on a class topic assigned by the instructor on the first evening of class. Students will work in pairs to lead the class discussion. For that session you will search the research literature for 2-3 articles in addition to the assigned readings (or in place of) and use creative formats (e.g., experiential activities, media, case studies) to present your topic.

**Final Research Paper (30 points)**

You will choose a topic related to your own personal cultural biases that have challenged your journey in becoming a multiculturally competent and social justice oriented counselor. This topic must be independent of any other papers you have written in your program of study. You should cite at least 10 peer-reviewed sources in this paper and provide me with an abstract on February 21<sup>st</sup>.

**\*All assignments are due at the beginning of class**

**\*\*Plagiarism will not be tolerated and will result in major point deductions.**

### **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. Points/grade will be deducted from assignments that do not follow APA guidelines and/or exceed the page limit. Late assignments will not be accepted unless there is a reasonable excuse (e.g., family emergency, illness with a doctor's certificate).

### **Grading Scale**

100-97= A, 96-93= A-, 92-90 = B+, 89-85= B, 84-80= B-, 79-75= C, 74-70= F

## **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.
- 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/>].

- **Counseling & Development (C&D) Program Professional Dispositions Professional Performance Criteria (Effective February 25, 2003).**

The American Counseling Association 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

<u>Course Outline</u>		
<u>Date</u>	<u>Topic</u>	<u>Assignment Due</u>
1/24	Introduction and self-assessment	
1/31	Overview of Multicultural Counseling Concepts Understanding Privilege on Multiple Levels	S1:Chps. 1, 2, 3,7 McIntosh, Schlosser, Liu et al.
2/7	Racial Identity Models	S1: 4,5,6 S2: 7 Helms, Cross, Root
2/14	Racial Identity Models continued	
2//21	Microaggressions	S2: Chps.1-4 Research Paper Abstract
2//28	Socialization and Culture: Immigration, Acculturation & Assimilation Dreaming in Cuban	Dreaming in Cuban (Garcia)
3/7	Socialization & Culture: Socioeconomic status*	Push (Sapphire)
3/14	Spring break: No class!	
3/21	Socialization & Culture: Gender and Sexuality*	S2: Chps. 8,9 Aquamarine (Anshaw) Coffee Will Make You Black (Sinclair) Brother to Brother (Hemphill)
3/28	Counselor Strategies/Interventions	S1:Chps.8,9,10,11 S2:Chps.11,12
4/4	Counselor Strategies/Interventions	
4/11	Advocacy Projects/Book discussions	Advocacy Project Report
4/18	Research Day: No formal class meeting	
4/25	Discussions on Research Paper and Technology/Media Project Presentations	Technology/Media Summary
5/2	Class Wrap Up/Evaluations	Research Paper