

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

**EDCD 660.A01: Multicultural Counseling (Summer 2012)  
Mondays, Wednesday, Fridays (6/1, 6/8, 6/15); 3:45-6:50 Krug Hall 107**

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**Office Hours: Mondays and Wednesdays, 2-3:30 pm or by appointment**

**Course Description**

***Prerequisite: Admission to the C&D program and EDCD608.*** This course is designed to examine multicultural issues in counseling. The course explores complexities of culture and its influence on the client/counselor relationship. The aim of the course is to promote awareness and understanding of cultural differences and their effect on the counseling relationship. Other variables that interact with culture will also be investigated including historical, political, socioeconomic, psychosocial adjustment, racism, prejudice, discrimination, privilege and oppression variables since they may interfere with the counseling relationship. This course, therefore, includes an extensive exploration of the above issues through group process experience that enables students to develop intra- and interpersonal awareness, cultural sensitivity, and cultural competence that are critical to being a multicultural counselor/therapist.

**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 educate, understand, and increase awareness of the effect of culture on the counseling relationship.
2. To acknowledge and appreciate cultural diversity.
3. To gain insight into the complexity of culture and its effect on the client/counselor relationship.
4. To increase awareness of how one's cultural background, experiences, belief system, attitudes, values, and biases influence the counseling process.

5. To recognize the individual's level of cultural competency and expertise in multicultural counseling.
6. To develop a level of cultural sensitivity in working with culturally diverse clients.
7. To learn culturally responsive intervention strategies for culturally diverse clients.
8. To have an awareness of assessing resources to work more effectively with culturally diverse clients.
9. To encourage the elimination of biases, prejudices and discriminatory behavior with culturally diverse clients, community and society.
10. To acknowledge and understand the multicultural counseling competencies.

### **Required Course Material**

- Sue, D.W., & Sue, D. (2008). *Counseling the culturally diverse: Theory and Practice* (5<sup>th</sup> ed.). John Wiley & Sons, Inc. **(S&S)**
- Helms, J.E. (2008). *A race is a nice thing to have: A guide to being a White person or understanding the White persons in your life* (2<sup>nd</sup> ed.). Microtraining Associates Inc. **(Helms)**

### **Additional Readings posted on Blackboard\***

#### **Course Requirements/Assignments**

<b><u>*Assignments</u></b>	<b><u>Points</u></b>	<b><u>Due</u></b>
Participation/Attendance	20	Every class period
Assignment 1: (White Privilege) (4 pgs)	5	5/30/12
Assignment 2: (Helms Paper) (4 pgs).	5	6/4/12
Research Paper Abstract		6/6/12 or earlier if desired
Assignment 3: (Cultural Immersion) (5 pgs.)	15	6/11/12
Assignment 4: (Research Paper) (8-10 pgs.)	30	6/18/12
Assignment 5: (Class Reaction) (2 pgs).	5	6/20/12
Assignment 6: (Group Presentation)	10	To be arranged
Assignment 7: (Technology)	<u>10</u>	Begin Blackboard postings
	100	on 5/21/12; final posting due on 6/19/12 (y 9am)

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

**Blackboard Postings:** Students will be required to post at least one response per class session regarding the readings, classroom material, and/or current events. This is intended to serve as classroom discussion outside of the class period. Blackboard postings will be due by 9am on the next class day. **Reaction Papers:** There are four reaction/reflections due in the class: 1) A reaction to the concept of White privilege, 2) a reaction to the Helms book (assigned reading), 3) your reaction to participating in a cultural immersion experience, and 4) a final class reaction paper. These papers will give you an opportunity to reflect upon the topics presented in class and should include your cognitive and affective reactions to the topic of interest. **Cultural Immersion Experience:** Each student will participate in a cultural immersion experience by attending a cultural activity that is distinctly different from the student's cultural values,

norms, and personal experiences. **Group Presentations:** You will divide up into groups of three to four and present on a particular racial and ethnic group of your choice. Your presentation should last no more than 30 minutes followed by a 10-minute role play. You will then have 40 minutes to respond to questions and lead the class in a discussion related to your topic. **Research Papers:** You can choose any topic related to multicultural counseling independent of any other papers you have written in the program. You should cite at least 10 peer-reviewed sources in this paper and provide me with a tentative abstract on 6/8. These papers will be submitted in paper form and electronically via Safe Assign on Blackboard. **Plagiarism will not be tolerated and will result in major point deductions.**

### **Participation and Attendance in Class**

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. 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), it will affect the students' participation/attendance grade. If students miss more than 1 class with unexcused absences, 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.

### **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, 74-0= F

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

### ***Student Expectations***

- 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.
- 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/>].

*The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>*

### **GMU Plagiarism Statement**

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (statement of English Department at George Mason University)

**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

## COURSE OUTLINE

<u>Date</u>	<u>Topic</u>	<u>Assignment Due</u>
5/21	Introduction and overview Definitions of Culture & Race Cultural Exploration exercises/Stereotypes	Begin Blackboard postings
5/23	Personal Cultural Artifacts (Bring in from home) Exploration of White Privilege	S&S, Chps. 1,2,3,4,5 McIntosh*/Wise*/ Spainerman*
5/30	Multicultural Issues in Counseling: Racial Identity Models	S&S, Chps. 10, 11, 12, 13, 18; Doll study* <u>Assignment 1 Due</u>
6/1	Multicultural Issues in Counseling: Racial Identity Models continued	Helms Book Root*(2)
6/4	Racism, Discrimination and Oppression Color of Fear	<u>S&amp;S, Chps. 6, 7</u> <u>Assignment 2 Due</u>
6/6	Multicultural Counseling Strategies Role Plays	S&S, Chps. 8, 9, 13 <u>Research Paper</u> <u>Abstract Due</u>
6/8	Research Day/Group Work (No class meeting)	
6/11	LGBTQ Issues in Counseling Multicultural Counseling Strategies continued	S & S, Chp. 23 <u>Assignment 3 Due</u>
6/13	Latina/o Americans/African Americans Presentations	S&S, Chps. 14, 17
6/15	Asian Americans/Arab Americans Presentations	S & S, Chps. 16, 19
6/18	Native Americans Presentation; Discussion of additional groups	S & S, Chps. 15, 20, 21, 22 <u>Assignment 4 Due</u> <u>Upload to Safe</u> <u>Assign</u>
6/20	Class Wrap Up/Evaluations	<u>Assignment 5 Due</u> Final Blackboard posting due by 9am on 6/22

\* **Additional readings found on Blackboard**