

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

**EDCD 660.A01: Multicultural Counseling
3 Credits Summer 2014**

Mondays, Wednesday, Fridays (5/30, 6/6, 6/13); 4:00-6:50 Robinson Hall B218

Instructor: Regine Talleyrand, Ph.D.

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

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COURSE DESCRIPTION

Prerequisite

Admission to the C&D program and EDCD608.

University Catalog Course Description

Examines multicultural issues in counseling and explores the complexities of culture and its influence on the client/counselor relationship. Promotes awareness and understanding of cultural differences and their effect on the counseling relationship. Investigates variables that interact with culture that may interfere with the counseling relationship, such as historical, political, socioeconomic, psychosocial adjustment, racism, prejudice, discrimination, and oppression.

Expanded Course Description

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.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

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.

PROFESSIONAL STANDARDS

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).

Required Course Material

- Sue, D.W., & Sue, D. (2013). *Counseling the culturally diverse: Theory and Practice* (6th 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* (2nd ed.). Microtraining Associates Inc. (**Helms**)

Additional Readings posted on Blackboard*

<u>Course Requirements/Assignments</u>	<u>Points</u>	<u>Assignments Due</u>
Participation/Attendance	20	Every class period
Assignment 1: (White Privilege) (4 pgs)	5	5/28/14
Assignment 2: (Helms Paper) (4 pgs).	5	6/2/14
*Research Paper Abstract (Performance based assessment)		6/4/14 or earlier if desired
Assignment 3: (Cultural Immersion) (5 pgs.)	15	6/9/14
Assignment 4: (Research Paper) (8-10 pgs.)	30	6/16/14
Assignment 5: (Class Reaction) (2 pgs).	5	6/18/14
Assignment 6: (Group Presentation)	10	To be arranged
Assignment 7: (Technology: Blackboard posts)	<u>10</u>	Begin Blackboard postings on 5/19/14; final posting
	100	

due on 6/18/14 (by 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 (**Assignment #1**), 2) a reaction to the Helms book (**Assignment #2**), 3) your reaction to participating in a cultural immersion experience (**Assignment #3**), and 4) a final class reaction paper (**Assignment #5**). 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, rather than a regurgitation of the facts/content.

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 and will provide a reaction paper to participating in this experience.

Group Presentations: You will divide up into 5 groups to present on a particular racial and ethnic group of your choice. Your presentation should last no more than 50 minutes followed by a 10-minute role play. You will then have the rest of the class period to respond to questions and lead the class in a discussion related to your topic. You should integrate multimedia techniques into your presentation and also discuss intersecting issues (views on GLBTQ, religion; within group concerns) within your particular group.

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 6/5. These papers will be submitted in paper form and electronically via Safe Assign on Blackboard (**Assignment #4**).

Plagiarism will not be tolerated and will result in major point deductions or failure of the assignment.

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

TASKSTREAM REQUIREMENT

Every student registered for a course with a required performance-based assessment is required to submit this assessment Assignment 1 to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

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/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 Performance Criteria

The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. The Counseling and Development Program in the Graduate School of Education at George Mason University has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to the dispositions found on the C & D Homepage at: http://gse.gmu.edu/programs/counseling/professional_performance.htm

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 [See <http://gse.gmu.edu/>].

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

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

- 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
- 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>
5/19	Introduction and overview Definitions of Culture & Race Cultural Exploration exercises/Stereotypes	Begin Blackboard postings
5/21	Personal Cultural Artifacts (Bring in from home) Exploration of White Privilege Privilege exercise	S&S, Chps. 1,2,3,4 McIntosh*/Wise*/ Spainerman*
NO CLASS ON 5/23 or 5/26 DUE TO MEMORIAL DAY HOLIDAY		
5/28	Multicultural Issues in Counseling: Racial Identity Models	S&S, Chps. 11, 12, 13 Root* <u>Assignment 1 Due</u>
5/30	Multicultural Issues in Counseling: Racial Identity Models continued	Helms Book Barnes et al.*
6/2	Racism, Discrimination and Oppression	S&S, Chps. 5, 6 <u>Assignment 2 Due</u>
6/4	GLTBQ Issues Multicultural Counseling Techniques/Role Plays	S&S, Chps. 7,8,9,10,22 <u>Research Paper</u> <u>Abstract Due</u>
6/6	Research Day/Group Work (No class meeting)	
6/9	African Americans Group Presentation	<u>Assignment 3 Due</u> S&S, Chps. 14, 18

- 6/11 Latinos Group Presentation S&S, Chps. 17, 21

- 6/13 Asian Americans Group Presentation S &S, Chp.16

- 6/16 Arab Americans/Native Americans Group Presentations S &S, Chps.15, 19, 20, 23
Assignment 4 Due
Upload to Safe Assign

- 6/18 Presentations Wrap Up/Class Evaluations/Wrap Up Research Topic discussions Assignment 5 Due
S & S Chps. 24, 25, 26
Final Blackboard
posting due by 9am on
6/18

*** Additional readings found on Blackboard**

ASSESSMENT RUBRIC(S):

EDCD660 Research Assignment Rubrics

Criteria	Excellent A/A-	Competent B+/B	Meets Minimal Requirements B-	Unsatisfactory C and Below
Adheres to requirements of the assignments	Topic Appropriate to Multicultural Counseling Exactly or Slightly Less or More Than 50% Literature Review Exactly or Slightly Less Than 50% Critique Uses only Appropriate and Current Journal Citations Adheres to Paper Length: 6 Pages Uses no or 1 Direct Quotation from Literature	Topic Appropriate to Multicultural Counseling Over 50% Literature Review Less than 50% Critique Uses Some Appropriate and Current Citations May Slightly Alter Paper Length More than 1 Direct Quotation from Literature	Topic Appropriate to Multicultural Counseling Over/Well Over 50% Literature Review Less Than/Well Under 50% Critique Use Some Appropriate and Current Citations May Slightly Alter Paper Length More than 1 Direct Quotation from Literature	Topic Marginally Related to Multicultural Counseling. Over/Well Over 50% Literature Review Less Than/Well Under 50% Critique Use In-appropriate and Non-current Citations Does Not Adhere to Paper Length More than 1 Direct Quotation from Literature
Literature Review	Comprehensive/Indepth Review of the Literature and Discussion on Theory. Excellent and Clear Presentation of the Literature and Discussion of the Literature	Good/Adequate Literature Review and Discussion on Theory. Good/Adequate Presentation and Discussion of the Literature.	Adequate/Inadequate Literature Review and Poor Discussion on Theory. Unclear Presentation and Discussion of the Literature.	Inadequate and Poor Literature Review and Discussion of Theory. Poor Presentation and Discussion of the Literature.
Critique of the Literature	Comprehensive/Indepth Critique of the Literature, Clear Presentation of the Critique, Excellent Analysis of the	Good Critique of the Literature, Including: Clear Presentation of the Critique,	Adequate/Inadequate Critique, Minimal Demonstration of Thoughts, and Presentation of Ideas,	Poor Critique, Poor Demonstrations of Thoughts, and Presentations of

	Critique, Demonstration of Excellent Thoughts, and Presentation of Ideas, Use of Literature to Support the Critique.	Good Analysis of the Critique, Demonstration of Clear Thoughts, and Presentation of Ideas, Use Some Literature to Support the Critique.	Use Some or No Literature of Support the Critique.	Ideas. Does Not Meet Requirements
Writing	No Spelling and Grammatical Errors, Clarity of Expression, Well Organized Paper, Includes: Introduction, Conclusion and Proper Use of Headings/Subheadings and Paragraphs.	Some/Minimal Spelling and Grammatical Errors, Less Clarity of Expression, Good Organization of Paper.	More than 2 spelling and/or Grammatical Errors Limited Clarity Expression Adequate/Poor Organization of Paper.	Major Grammatical and/or Spelling Errors, Limited Clarity of Expression, Poor Organization of Paper.
Counseling Implications	Excellent Discussion on Counseling Implications as it Relates to the Topic.	Good/Adequate Discussion of Counseling Implications as it Relates to the Topic	Inadequate/Poor Discussion of Counseling Implications as it Relates to the Topic.	Poor or No Discussion on Counseling Implications as it Relates to the Topic.
APA 6 th Edition	No or 1 minor APA errors	2 or 3 APA errors	More than 3/Major APA errors	More than 3/Major APA errors.

