

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**GRADUATE SCHOOL OF EDUCATION**  
Counseling and Development Program

EDCD 797 – 001:  
Counseling Multiple Heritage  
Individuals and Families  
1 Credit, Autumn 2014  
9 AM – 4:30 PM, Saturday Sept. 13, 2014 & Sunday Sept. 14, 2014  
Fairfax, Krug Hall 107

**PROFESSOR:**

Name: Mai M. Kindaichi, Ph.D.

Office hours: Please email to schedule

Email address: [mkindaic@gmu.edu](mailto:mkindaic@gmu.edu) (preferred contact)

**COURSE DESCRIPTION:**

**A. Prerequisites/Corequisites**

Prerequisites: EDCD 660; EDCD 602; EDCD 603

**B. University Catalog Course Description**

Provides an overview of emergent counseling literature pertaining to counseling bi/multiracial individuals, transracial adoptees, and interracial/interethnic families. Topics include recent population and sociohistorical contexts; myths and intentional biases about bi/multiracial people; racial identity development models for multiple heritage individuals; family systems and dynamic considerations within interracial families; therapeutic approaches relevant to multiple heritage individuals and families.

**C. Expanded Course Description**

This course will provide an introduction to counseling multiple heritage individuals and families, including bi/multiracial individuals, transracial adoptive families and adoptees, and interracial/interethnic families. Readings, discussions, and course activities will be used to explore the following topics: awareness development of assumptions about multiple heritage individuals, families, and transracial adoptees; sociohistorical perspectives of multiracial experiences; consideration of racial identity models for multiple heritage individuals; mental health literature about multiracial individuals; and therapeutic approaches relevant to multiple heritage individuals and families. Students will develop case conceptualization and clinical skills related to counseling individuals who identify as bi/multiracial, interracial/interethnic families, and transracial adoptees. Consistent with the mission of the Counseling and Development Program, students will fortify their professional knowledge and self-awareness that incorporates multiculturalism, advocacy, leadership, social justice, and internationalism.

**LEARNER OUTCOMES or OBJECTIVES:**

This course is designed to enable students to:

- Articulate notable historical events in the sociopolitical treatment of biracial individuals and interracial families.
- Demonstrate an awareness of their assumptions about multiple heritage individuals and families within clinical exercises.
- Conceptualize potential mental health concerns and clinical considerations for multiple heritage

individuals and families.

- Gain critical insight into the mental health literature regarding multiracial individuals and transracially adopted individuals.

### **PROFESSIONAL STANDARDS:**

1. EDCD 797 is a special topics course and meets the requirement that all master's students take 2-3 credits of special topics course work. This 1-credit course will contribute to counseling students' knowledge of a particular population of clients.
2. EDCD 797 fulfills the requirements of the following professional organizations:
  - Virginia Department of Education requirement for school counseling licensure that candidates understand the knowledge, skills and processes of individual counseling.
  - Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.
  - Council for the Accreditation of Counseling and Related Educational Programs (CACREP) core requirement described in Section II.K.e: Helping relationships: An understanding of counseling and consultation processes.
  - American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

### **REQUIRED TEXTS:**

NONE: assigned readings provided via Blackboard.

### **COURSE ASSIGNMENTS:**

#### *Introductory Reflection Paper (10% of total grade)*

As you begin learning about counseling multiple heritage individuals and families within this weekend course, reflect on your thoughts and interest in counseling people who self-identify as bi/multiracial or as within an interracial/interethnic family. What have been your experiences, both clinical and personal, of multiple heritage individuals and families? What may be some of your expectations for this weekend course? **Please submit this introductory paper by Blackboard to the instructor before September 14, 2014. The paper should be approximately two pages in length (double-spaced).**

#### *Article Review (20% of total grade)*

Select an article from a peer-reviewed journal that addresses some aspect of mental health counseling with multiple heritage individuals and families. Topic areas can include bi/multiracial adolescents or adults; identity development models; counseling approaches with transracially adopted individuals; intersections of social identities among individuals who identify as bi/multiracial; counseling biracial individuals within school settings; or other areas of interest regarding counseling multiple heritage individuals. Your review should contain the following sections: (a) a summary of the article's content, (b) a critique of the article's application to counseling practices, (c) a critique of the article's attention to multiculturalism and social justice concerns, and (d) considerations for how the article content could inform counseling practice (including self-awareness). The paper should be approximately four pages in length (double-spaced). **Please submit this article review by Blackboard to the instructor before October 4, 2014. The paper should be approximately four pages in length (double-spaced).**

### Final Paper (50% of total grade)

You will be given a choice of case vignettes\*\* describing a client who identifies as having multiple heritages, or a family who presents for family therapy. Using the frame-works from this course and outside resources, you will develop a case conceptualization paper that has the following components:

#### 1. Case Conceptualization

- a) In what ways is the client's presentation consistent with an identity development model for multiple heritage individuals?
- b) What may be the contributing factors to the client's/family's presenting concerns?
- c) If you were working with this client or family in counseling, what areas would you focus on and explore further?

#### 2. Resources/Treatment

- a) Given your conceptualization of the client, what treatment approaches might you consider applying within your work and counseling setting?
- b) What community resources would you consider accessing to address short term needs? What community resources would you consider accessing to address long term needs? What may be potential barriers to accessing community resources?

\*\* *In the event that you have had clinical experience with a client who identifies as having multiple heritages, or an interracial/interethnic family, I strongly encourage you to **use this experience as the bases for your case conceptualization assignment.*** Please inform me in person or by email if you would be drawing from your clinical experience rather than from a case vignette.

**Please submit this case conceptualization by Blackboard to the instructor before October 31, 2014. The paper should be approximately four to six pages in length (double-spaced) and adhere to APA (6<sup>th</sup> ed.) format. A minimum of one article from a peer-reviewed journal, or one book chapter should be cited.**

### Participation (20% of total grade)

Students in Counseling & Development courses are expected to demonstrate a high level of participation consistent with graduate-level education. Students are expected to: be on time and present for the duration of the class; demonstrate engagement (ask questions, share thoughts); be respectful and attentive; and demonstrate preparedness for the weekend course. Within our abbreviated time together, it is to your benefit and for the class's benefit to engage in healthy, respectful conversations.

### Grading

Introductory Reflection Paper (10% of total grade)

Article Review (20% of total grade)

Final Paper (50% of total grade)

Participation (20% of total grade)

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]

## **COURSE EXPECTATIONS**

APA Format: Students in Counseling & Development courses are expected to use APA style (6<sup>th</sup> ed.) for written papers.

### Electronic Devices

**Turn off and put away all electronic communication devices during class.** Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant deduction in your participation grade. **Notify the instructor prior to class if you have an emergency situation that requires accommodation.**

### Attendance

In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. Due to the short nature of this class, **any unexcused absences will result in loss of course credit.** Attendance is required for all classes. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

### Course Requirements

Each student is expected to: (1) attend each class, (2) complete all reading assignments before class, (3) arrive on time and stay for the entire class period, (4) participate in discussions and in-class work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard as assigned.

### Assignments

Unless otherwise noted, the assignments for the course are to be **submitted via** (1) an electronic copy prior to the beginning of class on the date due via SafeAssignment on the course Blackboard site. Late homework assignments will be subject to a penalty of 20% for each day late. Additional assignments and/or assessments may be added at the instructor's discretion.

### Plagiarism

Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling & Development Program. The GMU English Department has developed the following statement regarding plagiarism: "Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; 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 to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may 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 and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism.”

## **TASKSTREAM REQUIREMENTS: Not applicable for this course**

## **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 DISPOSITIONS**

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 George Mason University Counseling & Development Program has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to these dispositions, which may be found at <http://gse.gmu.edu/counseling/policies-resources/>.

## **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 <http://gse.gmu.edu/>.**

## Proposed Class Schedule

Class	Date	Topics	Reading	Assignment
1. Saturday	September 13, 2014	<ul style="list-style-type: none"> <li>a. Introductions</li> <li>b. Myths, Assumptions, Awareness</li> <li>c. Terminology</li> <li>d. Historical Contexts</li> <li>e. Multiracial Identity Development Models</li> <li>f. Counseling Considerations with Multiple Heritage Individuals</li> </ul>	Constantine, Miville, & Kindaichi, 2005; Edwards & Pedrotti, 2008; Henriksen & Paladino, Chaps. 4, 5, 6, 7;	Introductory Reflection Paper (submitted by Blackboard before the start of class)
2. Sunday	September 14, 2014	<ul style="list-style-type: none"> <li>a. Terminology with Multiple Heritage Families</li> <li>b. Counseling Considerations With Multiple Heritage Families</li> <li>c. Transracial Adoptive Families: Historical Contexts</li> <li>d. Myths, Assumptions, Awareness</li> <li>e. Counseling Considerations with Transracially Adopted Individuals, and Adoptive Families</li> </ul>	Lee, 2003; McClurg, 2004; Henriksen & Paladino, Chaps. 8 & 9	
				By October 4, 2014: Article Summary
				By October 31, 2014: Case Conceptualization

### ASSESSMENT RUBRIC:

#### Article Review

##### Assignment Description (from syllabus)

Select an article from a peer-reviewed journal that addresses some aspect of mental health counseling with multiple heritage individuals and families. Topic areas can include bi/multiracial adolescents or adults; identity development models; counseling approaches with transracially adopted individuals; intersections of social identities among individuals who identify as bi/multiracial; counseling biracial

individuals within school settings; or other areas of interest regarding counseling multiple heritage individuals. Your review should contain the following sections: (a) a summary of the article's content, (b) a critique of the article's application to counseling practices, (c) a critique of the article's attention to multiculturalism and social justice concerns, and (d) considerations for how the article content could inform counseling practice (including self-awareness).

**This assignment is worth 20% of the total course grade.**

Upload your assignment to Bb in a Word file.

**Grading Rubric:**

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]

An "A" paper is one that:

- Is clear, well written, and well organized.
- Demonstrates thoughtful critique of the article content.
- Demonstrates integration of knowledge from the course, , and integration into potential clinical application.

**Total grade of out 100:**