



College of Education and Human Development

Counseling & Development
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<http://gse.gmu.edu/counseling/>

EDCD 660.001: MULTICULTURAL COUNSELING (3:3:0)

Spring 2015

Tuesdays 4:30 pm - 7:10 pm

Krug Hall 107

Instructor: Dr. Mireille Aprahamian

Office hours: Before or after class by appointment

Office location: Krug Hall 107

Office phone: N/A

Email address: mapraham@gmu.edu

COURSE DESCRIPTION:

A. Prerequisites/Corequisites

Admission to the C&D program and EDCD 608, 603 and either 606 or 609.

B. University Catalog Course Description

Covers counseling from a multicultural perspective. Explores counseling issues for diverse populations with a focus on ethnicity and race.

C. Expanded 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.

Explores extensively the above issues through group process experience that enables the development of 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:

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. The course provides a bases 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.

EDCD 660 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 the Council for the Accreditation of Counseling and Related Educational Programs (CACREP-Section II Kb: An understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society).

Course Delivery: Face to Face and Weekly Blackboard discussions

REQUIRED TEXTS:

Sue, D.W. & Sue, D. (2013). *Counseling the culturally diverse: Theory and practice (6th ed)*. John Wiley.

Recommended Reading:

Applebaum, B., (2005). In the Name of Morality: Moral Responsibility, Whiteness and Social Justice Education. *Journal of Moral Education*, 34(3), 277-290.

Arredondo, P., & Perez, P., (2003). Expanding Multicultural Competence Through Social Justice Leadership. *The Counseling Psychologist*, 31(3), 282-289.

Chen-Hayes, S. F. (1999). Social Justice Advocacy with Lesbian, Bisexual, Gay, and Transgendered Persons. In *Advocacy in Counseling: Counselor, Clients, & Community*.

Greene, B., (2005). Psychology, Diversity and Social Justice: Beyond Heterosexism and Across the Cultural Divide. *Counseling Psychology*, 18(4), 295-306.

- Goodman, L. A., Liang, B., Helms, J. E., Latta, R. E., Sparks, E., & Weintraub, S. R., (2004). Training Counseling Psychologists as Social Justice Agents: Feminist and Multicultural Principles in Action. *The Counseling Psychologist*, 32(6), 793-837.
- Hanna, F.J., Talley, W.B., & Guindon, M.H. (2000). The power of perception: Toward a model of cultural oppression and liberation. *Journal of Counseling & Development*, 78, 430-441.
- Harper F. & McFadden, D. (2004). *Culture & Counseling: New Approaches*. Allyn & Bacon: Boston, MA.
- Hays, D. G., & Chang, C. Y., (2003). White Privilege, Oppression, and Racial Identity development: Implications for Supervision. *Counselor Education & Supervision*, 43, 134-145.
- Napoli, M. & Gonzalez-Santin, E. (2001). Intensive home-based and wellness services to Native American families living on reservations: A model. *Families in Society: The Journal of Contemporary Human Services*, 82, 315-324.
- Nassar-McMillan, S., & Hakim-Larson, J. (2003). Counseling Considerations Among Arab Americans. *Journal of Counseling & Development*, 81(2), 150.
- Nilsson, J.E. & Schmidt, C.K. (2005). Social justice among graduate students in counseling: An initial exploration. *Journal of College Student Development*, 46, 267-279.
- Pedersen, P. (2000). *A Handbook for Developing Multicultural Awareness*. Third Edition. American Counseling Association. Alexandria, VA.
- Pedersen, P. B., Draguns, J. G., Lonner, W. J., & Trimble J. E. (2008). *Counseling Across Cultures (6th Ed)*. Sage Publications.
- Pedersen, P. B., & Carey, J. C. (2003). *Multicultural Counseling in Schools (2nd Ed)*. Allyn & Bacon.
- Robinson, D.T. & Morris, J.R. (2000). Multicultural counseling: Historical context and current training considerations. *The Western Journal of Black Studies*, 24, 239-253.
- Smith, T.B. (2004). *Practicing multiculturalism: affirming diversity in counseling and psychology*. Pearson Education Ins. Boston, MA.
- Sue, D.W., Carter, R.T., Casas, J.M., Fouad, NA., Ivey, A.E., Jensen, M. La Fromboise, T. Manese, J.E., Ponterotto, J.G., Vazquez-Nutall, E. (1998). *Multicultural Counseling Competencies: Individual and Organizational Development*. Sage Publications.

Sue, D., Nadal, K., Capodilupo, C., Lin, A., Torino, G., & Rivera, D. (2008). Racial Microaggressions Against Black Americans: Implications for Counseling. *Journal of Counseling & Development, 86*(3), 330-338.

Utsey, S.O., Howard, A., & Williams, O. III. (2003). Therapeutic group mentoring with African American male adolescents. *Journal of Mental Health Counseling, 25*, 126-139.

COURSE ASSIGNMENTS AND EXAMINATIONS:

NOTE: Active participation in this course is required. Engagement in lectures, discussions, and other activities is an essential part of the instructional process. Students are expected to attend class regularly; First Day of Class and Saturday Class are Mandatory. Participants will engage in scholarly discussion with other class members. Participants will be encouraged to critique, challenge, and question the course material and lectures, while maintaining the appropriate spirit of inquiry etiquette.

This is a process class that will explore and challenge participants' constructs and beliefs about diversity, which involves *self-exploration* and *self-disclosure*. As a class, we will create a safe environment to facilitate the goal of self-discovery and disclosure regarding our personal beliefs, biases, values, and perceptions. Because of the high level of openness and consequent vulnerability, it is *essential* that all participants *respect* each other's confidences. Revealing personal information about others outside of class will be considered a breach of confidence.

The following assignments are designed to guide you in accomplishing the course objectives. Late assignments, if not arranged otherwise with me, will be penalized 10% for each day not submitted. You may submit assignments via e-mail before class if you are unable to attend class on the due date. All papers must be type written in APA (6th ed.) format. Papers that are not in APA format and/or are over the page limit will be penalized and result in a grade reduction. The page limit does not include title page, abstract or references.

My Culture (Assignment 1): The purpose of this assignment is to define your cultural identity and to understand how your environment, life experiences, cultural and personal characteristics have influenced your current worldviews, attitudes, and perceptions toward diversity. To satisfy this goal, you are expected to reflect on the following: personal identity and its development over time; family history/identity, ancestry, ethnicity; family traditions, values and beliefs; experiences and interactions with cultures different from your own; attitudes and perceptions toward other cultures, diversity, and social justice. Write a short paper summarizing this information and provide a reflection and an analysis on how these factors have shaped your current interactions with others both personally and professionally. The paper should be written in APA style. Paper size should be at least 3 and not exceeding 4 pages. Students will be asked to informally present their reflection and analysis to the rest of the class (10min).

Team Presentation (Assignment 2): The purpose of this assignment is to demonstrate the ability to research culture specific information, social justice issues, determine possible advocacy, and present counseling considerations to the class in an effective and interactive manner. You are expected to select a topic on an issue related to diversity and social justice that is of particular interest to your group (topics must be approved by me two weeks prior to the presentation date). Topics should be controversial in nature, allowing the audience to reflect on their own personal and professional values. Presentations should be 30-minutes long including time 5 minutes for questions/comments. (One point will be deducted for every minute a presentation exceeds the time allotted so students must rehearse their presentations prior to class). The presentation should be creative, informative, and encourage class participation. Presentations should be structured to include an introduction, a brief summary of the literature, counseling implications, and recommended interventions. The information provided must go beyond basic knowledge or even textbook material. Handouts or visual aids should be utilized. Students must cite at least 10 recent (2005 or later) references from empirical research. References from the internet must be legitimate and accredited. Students should include the list of references in the presentation using APA style. ***One member of each group is expected to email me the breakdown of effort per group member prior to the presentation and cc the rest of the group members. Groups will consist of 2-3 individuals depending on class size and will be selected by the end of session one.

Immersion Experience (Assignment 3): The purpose of this immersion exercise is to foster interaction and to build a level of comfort with cultures you least know of or would like to learn about. This assignment is a tool to build the skills necessary to engage in cross-cultural dialogue without fear or avoidance. Students will attend cultural events, conduct an interview, and spend at least 6 hours with a person or a family of a different cultural background than their own. This immersion experience should NOT be held in a neutral location but rather some place where the interviewee calls home or community. Students will develop questions and plan the immersion experience prior to this assignment's due date and review them with instructor (Part 1). During the interaction session, students will observe culturally significant values, beliefs, philosophy, and practices and present this experience in class upon due date (10min). Students will turn in a short paper reflecting and analyzing this experience to include relevant counseling considerations. Papers should be written in APA format and consist of a minimum 3 and maximum of 5 pages.

Final Paper: The final exam will consist of a case conceptualization. Students will be given a list of scenarios and will be expected to analyze and discuss the given cases in a written paper (APA style including abstract and references; 8-10 pages) using major concepts, theories, and materials covered in this course. A separate handout and instructions will be handed out closer to the exam date.

For additional clarification and explanation about course requirements and assignments, please make necessary arrangement to speak with instructor. Changes to assignments may be made at professor's discretion. Students will be notified soon thereafter.

Evaluation and Grading:

First Day of Class and Saturday Class are Mandatory.

Participation/Attendance.....(30pts)

It is the policy of the Counseling and Development Department that if a student has more than one unexcused absence, he/she will not receive a passing grade for the course. Excused absences include major illness, family emergencies, etc. as well as professional activities that are deemed worthwhile by the instructor (i.e., professional conference presentations) and should be accompanied by a note verifying the situation. Finally, tardiness for class or leaving early can also count towards someone's absence and/or participation grade. Full participation points can be earned with students not only attending class, but also actively participating during class discussions and class exercises.

Assignment 1,2,3.....(15pts)

- Excellent (14-15pts): Both written and oral communication is clear, logical, easy to understand, and organized. Level of presentation is targeted for the audience. Student clearly displays comfort level and knowledge of presented material and maintains a good pace. Information covers all topics listed under assignment requirements. Details during oral presentation are minimized so that main points are highlighted. Student is able to meet time and size requirements. Both written and oral communication includes depth and clear sense of self evaluation and awareness. Sentences are clear, complete, grammatical, and flow together easily.
- Good (10-13pts): Organization and clarity of both written and oral communication are generally good. Few minor points are confusing and seem out of place. Level of presentation is generally appropriate. Pacing is too fast or too slow at times. Appears uncomfortable at times. Partially covers expected information. Student is unable to summarize parts of paper or presentation to fit time and size limitations. Both written and oral communication generally includes depth and some clear sense of self evaluation and awareness. Sentences are sometimes unclear, incomplete, with grammatical errors, and do not flow together smoothly.
- Poor/failing (9 below): Both short paper and presentation need improvement and are not acceptable from a graduate level student. Major content of material is missing and does not meet the description of an excellent or a good assignment.

Final Exam Paper.....(25pts)

- Excellent (23-25pts): Student completely demonstrates a clear understanding of course objectives and material discussed during the entire semester. Student incorporates major concepts learned based on readings and in-class discussions, throughout the entire paper.
- Good (20-22): Student partially demonstrates an understanding of course objectives and material discussed during the entire semester. Student somewhat

incorporates major concepts learned based on readings and in-class discussions, throughout the entire paper.

- Poor/failing (19 below): Student fails to demonstrate an understanding of course objectives and material discussed during the entire semester. Student does not meet course objectives.

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. As noted above 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 in there is a reasonable excuse (e.g., family emergency, illness with a doctor’s certificate).

Grading Scale

A=97-100; A-=96-94; B+=93-91; B=90-87; B-=86-84; C=83-80; F=below 79.

Counseling & Development (C&D) Professional Performance Criteria

As posted on C&D homepage: <http://gse.gmu.edu/programs/counseling/resources/>

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 College of Education and Human Development at George Mason University requires its students to exhibit the following:

Communication Skills and Professionalism

- 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
- 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 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

TASKSTREAM REQUIREMENTS - Not applicable for this course

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Counseling and Psychological Services – 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/>].
- Office of Disability Services – 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 <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – 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/>].

- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

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/>.

ASSESSMENT RUBRIC(S):

EDCD 660 Research Assignment Rubrics

Criteria	Excellent A/A-	Competent B+/B	Meets Minimal Requirements B-	Unsatisfactory C and Below
Adheres to requirements of the assignments	<p>Topic Appropriate to Multicultural Counseling</p> <p>Exactly or Slightly Less or More Than 50% Literature Review</p> <p>Exactly or Slightly Less Than 50% Critique</p> <p>Uses only Appropriate and Current Journal Citations</p> <p>Adheres to Paper Length: 6 Pages</p> <p>Uses no or 1 Direct Quotation from Literature</p>	<p>Topic Appropriate to Multicultural Counseling</p> <p>Over 50% Literature Review</p> <p>Less than 50% Critique</p> <p>Uses Some Appropriate and Current Citations</p> <p>May Slightly Alter Paper Length</p> <p>More than 1 Direct Quotation from Literature</p>	<p>Topic Appropriate to Multicultural Counseling</p> <p>Over/Well Over 50% Literature Review</p> <p>Less Than/Well Under 50% Critique</p> <p>Use Some Appropriate and Current Citations</p> <p>May Slightly Alter Paper Length</p> <p>More than 1 Direct Quotation from Literature</p>	<p>Topic Marginally Related to Multicultural Counseling.</p> <p>Over/Well Over 50% Literature Review</p> <p>Less Than/Well Under 50% Critique</p> <p>Use In-appropriate and Non-current Citations</p> <p>Does Not Adhere to Paper Length</p> <p>More than 1 Direct Quotation from Literature</p>
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 Critique, Demonstration of Excellent Thoughts, and Presentation of Ideas, Use of Literature to Support the Critique.	Good Critique of the Literature, Including: Clear Presentation of the Critique, Good Analysis of the Critique, Demonstration of Clear Thoughts, and Presentation of Ideas, Use Some Literature to Support the Critique.	Adequate/Inadequate Critique, Minimal Demonstration of Thoughts, and Presentation of Ideas, Use Some or No Literature of Support the Critique.	Poor Critique, Poor Demonstrations of Thoughts, and Presentations of 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	No or 1 minor APA errors	2 or 3 APA errors	More than 3/Major APA errors	More than 3/Major APA errors.

Course Schedule

Date	Discussion Content	Assignments/Readings
20 Jan 15	Introductions, expectations, and goals Class exercise # 1	
27 Jan 15	Cultural Competence Multicultural counseling	Chapters 1, 2, & 3
3 Feb 15	Social Justice in Counseling	Chapters 4 & 5 Assignment 1
10 Feb 15	Microaggressions Barriers to MCT	Chapters 6 & 7
17 Feb 15	Appropriate assessment and interventions Multicultural practices	Chapters 13, 8 & 9
24 Feb 15	Identity Development Counseling Multiracial individuals	Chapters 11, 12, & 18
3 Mar 15	Immigrants Refugees	Chapters 21
17 Mar 15	African Americans Native American and Alaska Natives	Chapters 14 & 15
24 Mar 15	Latin Americans Asian American and Pacific Islanders	Chapters 16 & 17
31 Mar 15	Arab Americans Muslim Americans	Chapters 19 & 20
7 Apr 15	Jewish Americans LGBT	Chapters 22 & 20
14 Apr 15	Women Older adults	Chapters 24 & 23
21 Apr 15	Groups with varying abilities Counseling and Poverty	Chapters 25 & 26
28 Apr 15	Review and reflect Assignment 3 overviews in class	Assignment 3
5 May 15	Final	Email final paper

Course schedule is subject to change.