



College of Education and Human Development

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

**EDCD 660.A01: MULTICULTURAL COUNSELING (3:3:0)**

**Summer 2015**

**MWF 4:00-7:00pm**

**East 122**

**Instructor:** Regine Talleyrand, PhD

**Office hours:** Wednesdays, 2:30-4:00pm

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**COURSE DESCRIPTION:**

**A. Prerequisites/Co-requisites**

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, the 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* (6<sup>th</sup> ed). John Wiley.

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.

### **Additional Readings available on Blackboard (BB)**

### **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 is 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 attempt to 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. 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.

<u>Course Requirements/Assignments</u>	<u>Points</u>	<u>Assignments Due</u>
Participation/Attendance	20	<b>Every class period</b>
Assignment 1: (White Privilege) (4 pgs)	5	<b>5/27/15</b>
Assignment 2: (Helms Paper) (4 pgs).	5	<b>6/1/15</b>
Research Paper Abstract		<b>6/3/15 or earlier if desired</b>
Assignment 3: (Cultural Immersion) (5 pgs.)	15	<b>6/15/15</b>
Assignment 4: (Research Paper) (8-10 pgs.)	30	<b>6/19/15 (upload to BB)</b>
Assignment 5: (Class Reaction) (2 pgs).	5	<b>6/17/15</b>
Assignment 6: (Group Presentation)	10	<b>To be arranged</b>
Assignment 7: (Technology: Blackboard posts)	<u>10</u>	<b>Begin Blackboard postings</b>
	100	<b>on 5/18/15; final posting due on 6/17/15 (by 10am)</b>

**\*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 and classroom discussions. This is intended to serve as smaller group discussion outside of the class period. Blackboard postings will be due by 10am 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 reading (**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 (emotional) reactions to the topic of interest, rather than a regurgitation of the facts/content. **Cultural Immersion Experience:** Each student individually 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 (instructor approval needed) 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 30 minutes followed by a 10-minute role play. You will then have an additional 40 minutes to lead the class in a discussion related to your topic. You should integrate multimedia techniques into your presentation and also discussion intersecting issues (views on GLBTQ, religion; within group concerns) within your particular group. **Research Papers (Performance Based Assessment):** 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 6/3. 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.**

**Evaluation and Grading:**

### **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/>.

**Tentative Course Schedule**

<b>Date</b>	<b>Discussion Content</b>	<b>Assignments/Readings</b> <b>*Additional readings on BB</b>
May 18 Monday	Introductions, expectations, and goals Definitions of Race and Culture	Begin Blackboard Postings
May 20 Wednesday	Personal Cultural Artifacts (Bring in from home) Cultural Competence Exploration of White Privilege	Chapters 1,2,3,4 McIntosh, Wise, Spanierman*
May 22 Friday	Mirrors of Privilege: Feedback and Discussion (No in class meeting)	<b>Watch Mirrors of Privilege: Making Whiteness Visible—Respond to questions on Discussion Board by 7pm</b>
May 27 Wednesday	Multicultural Issues in Counseling: Micro aggressions/ Racial Identity Models	Chapters 5,6, 11, 12, <b>Assignment #1 Due</b>
May 29 Friday	Racial Identity Models (continued) Counseling Multiracial individuals	Moss & Davis*, Barnes, Williams & Barnes* Chapters 8, 9, 13, 18
June 1 Monday	Racism, Discrimination and Oppression Immigrants/Refugees	Complete Helms Book Chapter 21
June 3 Wednesday	Counseling Interventions/Role Plays	Chapters 7, 8,9, 10 <b>Assignment #2 Research Abstract Due</b>
June 5 Friday	LGBTQ Issues in Counseling (Douglass)	Chapters 22
June 8 Monday	African Americans/ Native American and Alaska Natives	Chapters 14 & 15
June 10 Wednesday	Latin Americans/ Asian American and Pacific Islanders	Chapters 16& 17
June 12 Friday	Research Day-no classes held	
June 15 Monday	Native Americans/Final Topics	Chapters 19, 23, 24 <b>Assignment #3 Due</b>
June 17 Wednesday	Final Class Review and Reflections	Final BB posting due <b>Assignment #5 Due</b>
June 19 Friday	No class meeting	<b>Assignment #4 Research Paper Due Submit Via BB</b>