



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 2016
Mondays, Wednesdays, & Fridays 4:30PM - 7:30PM
Robinson B205

Professor: Dr. Regine Talleyrand, Ph.D.

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COURSE DESCRIPTION

A. Prerequisites/Corequisites

Admission to the C&D program and EDCD 602, 603, 608, and 606 or 609.

B. 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.

C. Expanded Course Description

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.

NATURE OF COURSE DELIVERY

Face to Face and Weekly Blackboard discussions

LEARNER OUTCOMES or OBJECTIVES

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 (CACREP)

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 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.

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).

REQUIRED TEXTS

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

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.). Alexandria, VA: Mircotraining Associates.

Articles uploaded on Blackboard

COURSE ASSIGNMENTS AND EXAMINATIONS

First Day of Class is Mandatory

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.

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	Every class period
Assignment 1: (White Privilege) (4 pgs)	5	5/23/16
Assignment 2: (Helms Paper) (4 pgs).	5	6/1/16 (upload to BB)
Research Paper Abstract (send via email)		6/3/16 or earlier if desired
Assignment 3: (Cultural Immersion) (5 pgs.)	15	6/13/16
Assignment 4: (Research Paper) (8-10 pgs.)	30	6/17/16 (upload to BB)
Assignment 5: (Class Reaction) (2 pgs).	5	6/15/16
Assignment 6: (Group Presentation)	10	To be arranged
Assignment 7: (Technology: Blackboard posts)	<u>10</u>	Begin Blackboard postings
	100	after 5/16/16; final posting due on 6/15/16 (by 10am)

***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 40 minutes followed by a 10-minute role play. You will then have the rest of the class period to lead the class in a discussion/experiential exercises and/or role-plays 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 (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 via email with a tentative abstract on 6/3. The abstract will include two citations. 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.**

C&D Attendance Policy

Students are allowed one unexcused absence throughout the semester. If there are two unexcused absences this will result in a non-passing grade.

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 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.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Not applicable to 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/the-mason-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

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

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:

Students are expected to exhibit **professional behavior and dispositions** at all times. See <http://gse.gmu.edu/programs/counseling/resources/> for a listing of these dispositions

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

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

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

Tentative Course Schedule

Date	Discussion Content	Assignments/Readings due *Additional readings on BB
May 16 Monday	Introductions, expectations, and goals Definitions of Race and Culture	Begin Blackboard Postings this evening
May 18 Wednesday	Personal Cultural Artifacts (Bring in from home) Cultural Competence Exploration of White Privilege	Chapters 1,2,3,4 BB Readings*
May 20 Friday	Continuation of White Privilege/ Feedback and Discussion	BB Readings
May 23 Monday	Multicultural Issues in Counseling: Micro aggressions/ Racial Identity Models	Chapters 5,6, 11, 12, Assignment #1 Due
May 25 Wednesday	Racial Identity Models (continued) Counseling Multiracial individuals	* Chapters 9, 13, 18 BB Readings
May 27 Friday	Racism, Discrimination and Oppression Immigrants/Refugees	Complete Helms Book Chapter 21
June 1 Wednesday	GLBTQ Issues in Counseling/ Counseling Interventions/Role Plays	Chapters 7, 8,9, 10,22 Assignment #2 (Via BB) Research Abstract Due
June 3 Friday	Research Day/Group Presentation Prep/No class	
June 6 Monday	African Americans/	Chapter 14
June 8 Wednesday	Latino Americans/	Chapter 17
June 10 Friday	Asian American and Pacific Islanders	Chapter 16
June 13 Monday	Native Americans/Arab Americans	Chapters 15, 19 Assignment #3 Due
June 15 Wednesday	Final Class Review and Reflections	Final BB posting due Assignment #5 Due
June 1 Friday	No class meeting	Assignment #4 Research Paper Due Submit Via BB

EDCD 660: Multicultural Research Paper Rubric

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/In-depth 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/In-depth 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 Edition	No or 1 minor APA errors	2 or 3 APA errors	More than 3/Major APA errors	More than 3/Major APA errors.