

George Mason University
College of Education and Human Development
Counseling and Development

EDCD 660.A02 – Multicultural Counseling
3 Credits, Summer 2017

Mondays, Wednesdays, and Fridays 4:00 – 7:00 PM Thompson Hall Room L004 – Fairfax

Faculty

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Prerequisites/Co-requisites

Admission to the CNDV program and EDCD 602, 603, 608, and 606 or 609.

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.

Course Overview

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.

Course Delivery Method

This course will be delivered using a lecture format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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. (2016). *Counseling the culturally diverse: Theory and practice (7th ed.)*. Hoboken: John Wiley & Sons, Inc.

Helms, J. E. (2008). *A race is a nice thing to have (2nd ed.)*. Alexandria: Microtraining Associates (Acquired by Alexander Street in 2010).

Articles uploaded on Blackboard

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

<u>Course Requirements/Assignments</u>	<u>Points</u>	<u>Assignments Due</u>
Participation/Attendance	20	Every class period
Assignment 1: (White Privilege) (2-3pgs)	5	5/31/17
Assignment 2: (Helms Paper) (2-3pgs).	5	6/5/17
Research Paper Abstract		6/7/17
Assignment 3: (Cultural Immersion) (4pgs.)	13	6/19/17
Assignment 4: (Research Paper) (8-10 pgs.)	30	6/23/17 (upload to BB)
Assignment 5: (Class Reaction) (2 pgs.)	5	6/21/17
Assignment 6: (Group Presentation)	10	To be arranged
Assignment 7: (Technology: Blackboard posts)	<u>12</u>	Begin Blackboard post
	100	on 5/22/17; final posting due on 6/21/17

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 remainder of the class to lead the class in a discussion related to your topic. You should integrate multimedia techniques into your presentation including a representation of how your group has been portrayed in the media and also include a discussion of 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 6/7. 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.**

- **Other Requirements**

Class Attendance

Students are expected to attend each class and complete all reading assignments for class. Due to the limited time 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). This course relies heavily on classroom discussion to foster skill development therefore attendance at all class sessions is critical. Please consider that absences will not only affect individual student learning, but will negatively impact other class-members as well. Students who miss more than (1) class with unexcused absences will not receive a passing grade for the course. Late arrivals to class will affect your class participation grade; arriving more than 15 minutes late to class without prior instructor notification will count as an unexcused absence. If there is a scheduling conflict that interferes with attendance during any portion of the class, students should see the instructor on the first class to discuss continuing in the class this semester or taking the course during another semester.

Class Participation

Classroom participation is a vital part of this course given the course content. Students will be expected to contribute to class discussions, ongoing online BB discussions, class role plays, and group presentations in order to develop their cultural competencies.

- **Grading**

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.

Professional Dispositions

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

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

Class Schedule

Tentative Course Schedule

Date	Discussion Content	Assignments/Readings *Additional readings on BB
May 22 Monday	Introductions, expectations, and goals Definitions of Race and Culture Review of Syllabus	Begin Blackboard Postings after first class
May 24 Wednesday	Personal Cultural Artifacts (Bring in from home) Cultural Competence Exploration of White Privilege	Chapters 1,2,3,4 Blackboard Reading
May 26 Friday	White Privilege Discussion: continued	Blackboard Readings
May 31 Wednesday	Multicultural Issues in Counseling: Micro aggressions/ Racial Identity Models	Chapters 5,6, 11, 12, Assignment #1 Due
June 2 Friday	No class-Students work on group presentations	Complete Helms Book
June 5 Monday	Counseling Multiracial individuals Racism, Discrimination and Oppression Immigrants/Refugees	Blackboard Readings Chapters 8,18,20 Assignment #2 Due
June 7 Wednesday	GLBTQC Issues in Counseling/ Counseling Interventions/Role Plays	Chapters 9,10,13, 23 Research Abstract Due
June 9 Friday	African Americans Group Presentation	Chapters 14
June 12 Monday	Latinos/as Group Presentation	Chapters 17
June 14 Wednesday	Asian Americans Group Presentation	Chapters 16
June 16 Friday	American Indians/Native Americans Group Presentation	Chapter 15

June 19 Monday	Arab Americans/Muslims Group Presentation	Chapters 19 Assignment #3 Due
June 21 Wednesday	Final Class Review and Reflections	Final BB posting due Assignment #5 Due
June 23 Friday	No class meeting	Assignment #4 Research Paper Due

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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/>).

- The 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/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.