

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

EDCD 660.A01 – Multicultural Counseling
3 Credits, Summer 2018

Mondays, Wednesdays, Fridays 4:00 – 7:00 PM – Thompson Hall Room L014 - Fairfax

Faculty

Name: Dr. Regine Talleyrand, Ph.D.
Office Hours: Wednesdays, 2:30-4:00pm or by appointment
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Prerequisites/Corequisites

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)

Upon completion of this course, students will have met the following 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 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: Mircotraining Associates (Acquired by Alexander Street in 2010).

Articles uploaded on Blackboard

Recommended Readings

Pedersen, P. B., Draguns, J. G., Lonner, W. J., & Trimble J. E. (2016). *Counseling across cultures (7th Ed)*. Thousand Oaks: Sage Publishing.

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).

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 and professional dispositions outlined by the program.

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	5/30/18
Assignment 2: (Helms Paper) (4 pgs).	5	6/4/18
Research Paper Abstract		6/6/18 or earlier if desired
Assignment 3: (Cultural Immersion) (3-4 pgs.)	10	6/18/18
Assignment 4: (Research Paper) (8-10 pgs.)	30	6/22/18 (upload to BB)
Assignment 5: (Class Reaction) (2 pgs).	5	6/20/18
Assignment 6: (Group Presentation)	10	To be arranged
Assignment 7: (Technology: Blackboard posts)	<u>10</u>	Begin Blackboard postings
	100	after 1 st class on 5/21/18; final posting due on 6/20/18 (10am)

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 50 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. You will also create a resource list for your peers. **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 6/6. 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.**

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.

All assignments must be submitted to Safe Assign on Blackboard to check for plagiarism and are due by 4:00pm (start of class).

C&D Attendance Policy

Students are allowed one unexcused absence throughout the semester. If there is more than one unexcused absences this may result in a non-passing course grade. All absences can affect participation grade. Late arrival to class may affect your attendance and/or participation grade.

Grading Policies

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).

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

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Professional Dispositions

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

See <https://cehd.gmu.edu/students/polices-procedures/>

Tentative Course Schedule

Date	Discussion Content	Assignments/Readings *Additional readings on BB
May 21 Monday	Introductions, expectations, and goals Definitions of Race and Culture	Begin Blackboard Postings
May 23 Wednesday	Personal Cultural Artifacts (Bring in from home) Cultural Competence	Chapters 1,2,3,4
May 25 Friday	Exploration of White Privilege	Blackboard Articles
May 30 Wednesday	Multicultural Issues in Counseling: Micro aggressions/ Racial Identity	Assignment #1 Chapters 5, 6

June 1 Friday	Racial Identity Models (continued) Counseling Multiracial individuals	Chapters 11, 12, 18
June 4 Monday	Racism, Discrimination and Oppression Immigrants/Refugees/Poverty	Complete Helms Book Chapters 20, 25 Assignment #2 Due
June 6 Wednesday	GLBTQC Issues in Counseling/ Counseling Interventions/Role Plays	Chapters 7, 8,9, 10, 13, 22 Research Abstract Due
June 8 Friday	Group work—No formal class meeting	
June 11 Monday	African Americans Presentation	Chapter 14
June 13 Wednesday	Latino/as Presentations	Chapter 17
June 15 Friday	Asian Americans Presentation	Chapter 16
June 18* Monday	Arab Americans/Muslim Americans Native Americans Presentations	Chapters 15 & 19 Assignment #3 Due
June 20 Wednesday	Native Americans presentation continued Final Class Review and Reflections	Final BB posting due Assignment #5 Due
June 22 Friday	No class meeting	Assignment #4 Due Submit Via BB

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

***Start class at 3:45pm**

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://catalog.gmu.edu/polices/honor-code-system/>).
- 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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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