Faculty
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Office Hours: Wednesdays, 2:30-4:00pm or by appointment
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Office Phone: 703-993-2087 (C&D office)
Email Address:

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**


Articles uploaded on Blackboard

**Recommended Readings**

**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.

### Course Requirements/Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Participation/Attendance</td>
<td>20</td>
<td>Every class period</td>
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<tr>
<td>Assignment 1: (White Privilege) (4 pgs)</td>
<td>5</td>
<td>5/30/18</td>
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<tr>
<td>Assignment 2: (Helms Paper) (4 pgs)</td>
<td>5</td>
<td>6/4/18</td>
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<tr>
<td>Research Paper Abstract</td>
<td></td>
<td>6/6/18 or earlier if desired</td>
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<tr>
<td>Assignment 3: (Cultural Immersion) (3-4 pgs.)</td>
<td>10</td>
<td>6/18/18</td>
</tr>
<tr>
<td>Assignment 4: (Research Paper) (8-10 pgs.)</td>
<td>30</td>
<td>6/22/18 (upload to BB)</td>
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<tr>
<td>Assignment 5: (Class Reaction) (2 pgs.)</td>
<td>5</td>
<td>6/20/18</td>
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<tr>
<td>Assignment 6: (Group Presentation)</td>
<td>10</td>
<td>To be arranged</td>
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<tr>
<td>Assignment 7: (Technology: Blackboard posts)</td>
<td>10</td>
<td>Begin Blackboard postings after 1st class on 5/21/18; final posting due on 6/20/18 (10am)</td>
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### 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 discuss 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/

<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion Content</th>
<th>Assignments/Readings</th>
</tr>
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<tbody>
<tr>
<td>May 21 Monday</td>
<td>Introductions, expectations, and goals Definitions of Race and Culture</td>
<td>Begin Blackboard Postings</td>
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<tr>
<td>May 23 Wednesday</td>
<td>Personal Cultural Artifacts (Bring in from home) Cultural Competence</td>
<td>Chapters 1,2,3,4</td>
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<td>May 25 Friday</td>
<td>Exploration of White Privilege</td>
<td>Blackboard Articles</td>
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<tr>
<td>May 30 Wednesday</td>
<td>Multicultural Issues in Counseling: Micro aggressions/ Racial Identity</td>
<td>Assignment #1 Chapters 5, 6</td>
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<tr>
<td>June 1 Friday</td>
<td>Racial Identity Models (continued) Counseling Multiracial individuals</td>
<td>Chapters 11, 12, 18</td>
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<tr>
<td>June 4 Monday</td>
<td>Racism, Discrimination and Oppression Immigrants/Refugees/Poverty</td>
<td>Complete Helms Book Chapters 20, 25 Assignment #2 Due</td>
</tr>
<tr>
<td>June 6 Wednesday</td>
<td>GLBTQC Issues in Counseling/ Counseling Interventions/Role Plays</td>
<td>Chapters 7, 8, 9, 10, 13, 22 Research Abstract Due</td>
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<tr>
<td>June 8 Friday</td>
<td>Group work—No formal class meeting</td>
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<tr>
<td>June 11 Monday</td>
<td>African Americans Presentation</td>
<td>Chapter 14</td>
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<tr>
<td>June 13 Wednesday</td>
<td>Latino/as Presentations</td>
<td>Chapter 17</td>
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<tr>
<td>June 15 Friday</td>
<td>Asian Americans Presentation</td>
<td>Chapter 16</td>
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<tr>
<td>June 18* Monday</td>
<td>Arab Americans/Muslim Americans Native Americans Presentations</td>
<td>Chapters 15 &amp; 19 Assignment #3 Due</td>
</tr>
<tr>
<td>June 20 Wednesday</td>
<td>Native Americans presentation continued Final Class Review and Reflections</td>
<td>Final BB posting due Assignment #5 Due</td>
</tr>
<tr>
<td>June 22 Friday</td>
<td>No class meeting</td>
<td>Assignment #4 Due Assignemnt Submit Via BB</td>
</tr>
</tbody>
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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/](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/](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/](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://coursessupport.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/.