

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

EDCD 660.001 – Multicultural Counseling  
3 Credits, Fall 2019  
Wednesdays 7:20 – 10:00 PM – East Building Room 134 - Fairfax

**Faculty**

Name: Dr. Regine Talleyrand, Ph.D.  
Office Hours: Wednesdays, 3:00 - 4:30pm or by appointment; please email for appt.  
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**Prerequisites/Corequisites**

Admission to the CNDV program; B or better EDCD 606 or B or better in EDCD 609; EDCD 608 or concurrent.

**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 social justice multicultural counselor/therapist.

**Course Delivery Method**

This course is taught through a combination of lecture, class discussion, small group discussion, assigned readings, experiential exercises, multimedia presentations, dyadic practice, and possible guest lecture to advance the and evaluate students' knowledge and skills.

**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 within and among diverse groups nationally and internationally and its effect on help seeking behaviors and the client/counselor relationship.
4. To increase awareness of how one's cultural background (e.g., race, ethnicity, spirituality), experiences, belief system, attitudes, values and biases influence the counseling process.
5. To recognize the individual's level of cultural competency and expertise in social justice 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

#### *Council for Accreditation of Counseling and Related Education Programs (CACREP)*

Upon completion of this course, students will have met the following professional standards:

<i>CACREP Standard</i>	<i>Course Content (Reading, Assignment, and/or Lecture/Discussion); KPI measured (if applicable)</i>
2.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	<b>Assignment #4: Multicultural Research Paper; KPI Measured: A.2.a</b>
2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Readings: Sue & Sue Ch. 11, 12, 13; Helms Book; Lecture:5; Assignment #2 Critical Incident Paper
2.F.2.c. multicultural counseling competencies	Readings: Sue & Sue Ch. 1-4; Begin Helms Book Review MSJCC; Lecture: 2
2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	<b>Assignment #4: Multicultural Research Paper; KPI Measured: A.2.a</b>
2.F.2.f. help-seeking behaviors of diverse clients	Reading(s): Sue & Sue Ch. 5-10; Lecture: 4
2.F.2.g. the impact of spiritual beliefs on clients' and counselors' worldviews	Readings: Sue & Sue Ch. 10; Lecture: 6

### Required Texts

Sue, D. W. & Sue, D. (2016). *Counseling the Culturally Diverse: Theory and practice (7<sup>th</sup> ed.)*. Hoboken: John Wiley & Sons, Inc.

Helms, J. E. (2020). *A Race is a Nice Thing to Have (3rd ed.)*. San Diego: Cognella.

Articles uploaded on Blackboard

### Recommended Readings

Pedersen, P. B., Draguns, J. G., Lonner, W. J., & Trimble J. E. (2016). *Counseling across cultures (7<sup>th</sup> 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).

- **Assignments and/or Examinations**  
Details of course assignments/requirements will be given out on the first day of class.
- **Other Requirements**  
**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.**

### **C&D Attendance Policy**

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

- **Grading**

<b><u>Course Requirements/Assignments</u></b>	<b><u>Points</u></b>	<b><u>Assignments Due</u></b>
Participation/Attendance	13	<b>Every class period</b>
Assignment 1: (Helms/White Privilege) (2-3 pgs)	5	<b>9/25/19</b>
Research Paper Abstract (send via email)		<b>10/2/19 or earlier if desired</b>
Assignment 2: (Critical Incident Paper) (2-3 pgs).	5	<b>10/9/19</b>
Assignment 3: (Cultural Immersion) (2-3 pgs.)	10	<b>11/6/19</b>
Assignment 4: (Research Paper) (8-10 pgs.)	40	<b>12/9/19</b>
Assignment 5: (Class Reaction) (2 pgs).	5	<b>12/4/19</b>
Assignment 6: (Group Presentation)	10	<b>To be arranged</b>
Assignment 7: (Technology: Blackboard posts)	<u>12</u>	<b>Begin Blackboard postings</b>
	100	<b>after 1<sup>st</sup> class on 8/28/19</b>
		<b>Final posting due on 11/20/19</b>

**All assignments must be submitted to SafeAssign on Blackboard to check for plagiarism.**

**NO HARD COPIES PLEASE (If you bring it on accident out of habit, that is okay).**

**Plagiarism will not be tolerated and will result in major point deductions or failure of the assignment.**

**All assignments are due at the beginning of the class, i.e., 4:30 p.m.**

**Assignments not submitted in the beginning of class will not be accepted.**

#### **Assignment Details:**

##### **Blackboard Postings – 12 total points (1 point given per week for participation)**

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 class.

Blackboard postings will be due by the beginning of class time, i.e., 4:00 pm, on the next class day.

Blackboard discussion groups will be randomly selected by the professor.

#### **Class Papers**

##### **1. Assignment # 1: Helms/White Privilege Paper (2-3 pages) (5 points)**

Provide your reactions (both cognitive and emotional) to the Helms book and White privilege readings/class discussions. **Due 9/25/19**

##### **2. Assignment # 2: Critical Incident Paper (2 to 3 pages) (5 points)**

Write about a critical incident from your life pertaining to a multicultural experience. A critical incident is an event or circumstance that is generally outside your personal control or is some decision you have made in response to a painful or difficult situation; in this case, it should be racially/culturally-related. It often changes the course of your life. The goal is to pick a significant event that somehow impacted or influenced you in a powerful way. Please do not choose a counseling related experience unless you were the client during that process.

Lastly, please utilize a racial/cultural identity development model to conceptualize your critical incident. An example will be provided by the instructor to reference. **Due 10/9/19**

### **3. Assignment #3: (Cultural Immersion Paper) (2-3 pages) (10 points)**

Each student will individually 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). Students will provide a reaction paper to participating in this experience including a before, during, and after the experience process (e.g., what are some fears/thoughts/feelings being experienced before, during, and after having gone out of your comfort zone. Was there any growth? Please note any observations/realizations, etc.). **Due 11/6/19.**

### **4. Assignment #4: (Research Paper) (8-10 pages) (40 points) (KPI)**

You can choose any topic related to multicultural counseling independent of papers you have already written in the program. You should cite at least 10 peer-reviewed sources in this paper and provide me with an abstract for approval by 10/2. **These papers will be submitted electronically via Safe Assign on Blackboard by 11:59pm on Monday, 12/9/19.**

### **5. Assignment #5 (Final Course Reflection Paper) (2 pages max) (5 points)**

Briefly reflect on personal/professional experiences areas gained from class. What did you learn about multicultural counseling? What did you learn about yourself? **Due 12/4/19.**

### **Group Presentations (10 points)**

You will divide into 5 groups (4 people per group) to present on a particular racial and ethnic group chosen at random as noted on the timeline portion of the syllabus. Your presentation should last no more than 40 minutes followed by a 10-minute role-play utilizing effective evidence-based interventions with this population. You will then have the remainder of class time 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 include a discussion of intersecting issues (e.g., sexual orientation and religion or being a POC and a woman, etc.; within group concerns) within your particular group. You should also include your personal reactions (emotional and cognitive) to what you learned and additional counseling role-plays/reflection activities for your peers to participate in, time permitted. Finally, students not involved in the group presentation of the day should bring in two written questions related to the readings, which will be addressed by the presenting group members.

### **Class Participation/Attendance – (13 points)**

Students are expected to attend and complete all reading assignments for each class. Due to the limited time, class attendance is indispensable. Therefore, it is expected of students to 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 also negatively impact other class members. Students have (1) unexcused absence at their disposal; however, participation points will be deducted for that day. 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. **Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.** 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.

### **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).

**In accordance with the George Mason University Grading Policy, the following grades may be achieved:**

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

### **Professional Dispositions**

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

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

### **Class Schedule**

<u>Date</u>	<u>Topic</u>	<u>Assignments</u>
Class 1 8/28	Introduction and Overview of Course Cultural Exploration and Exercises	<u>Begin Blackboard Postings</u>
Class 2 9/4	Personal Artifacts (bring in from home) Definitions of Culture Multicultural Counseling Competencies	<u>CACREP Standard 2.F.2.c.</u> Sue & Sue Ch. 1-4 Review MSJCC; Begin Helms book
Class 3 9/11	Multicultural Counseling Concepts Culture and Worldviews	BB Articles on White Privilege Helms Book
Class 4 9/18	Racism, Discrimination and Oppression	<u>CACREP Standard 2.F.2.f.</u> Sue & Sue Ch. 5-10 BB Articles
Class 5 9/25	Racial, Ethnic and Cultural Identity	<u>CACREP Standard 2.F.2.b.</u> Sue & Sue Ch. 11, 12, 13 Complete Helms Book <u>Assignment 1 Due</u>
Class 6 10/2	Refugees and Biracial/Multiracial Populations LGBTQ, Poverty & Spirituality	<u>CACREP Standard 2.F.2.g.</u> Sue & Sue Ch. 10, 18, 23, 25 BB Articles <u>Research Paper Abstract due</u>

Class 7 10/9	Multicultural Competencies Interventions & Strategies/Counseling Applications	<u>Assignment 2 Due</u> (Critical Incident Paper)
Class 8 10/16	No Formal Class/Work on Group Presentations	Blackboard Posting Expected
Class 9 10/23	African Americans	Sue & Sue Ch. 14
Class 10 10/30	Latinx Americans	Sue & Sue Ch. 17
Class 11 11/6	Asian Americans	Sue & Sue Ch. 16 Assignment 3 Due (Cultural Immersion Paper due)
Class 12 11/13	Arab Americans	Sue & Sue Ch. 19
Class 13 11/20	Native Americans/American Indians	Sue & Sue Ch. 15 Last BB posting for class
Class 14 11/27	No class-Thanksgiving break	
Class 15 12/4	Class Summary/Reflection	<u>Assignment 5 Due</u> (Final Course Reflection Paper)
Finals Week (12/9)	No class meeting	<u>CACREP Standard 2.F.2.a; 2.F.2.d.</u> Assignment 4 Due (Research Paper) (KPI)

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

### **Counseling and Development Mission Statement**

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

## **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/policies/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](mailto: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/>.**

**Assessment Rubric(s)**

**A.2.a.1 – CMHC & SC: Multicultural Research Paper in 660 (40 points)**

<b>Criteria</b>	<b>%</b>	<b>Exceeds Standards 4 A [100-97]; A- [96-94]</b>	<b>Meets Standards 3 B+ [93-91]; B [90-87]</b>	<b>Approaching Standards 2 B- [86-84]; C [83-80]</b>	<b>Below Standards 1 F [79 and below]</b>
1. Introduction to the multicultural counseling topic of choice regarding underrepresented populations and problem statement [KPI A.2.a.1; CACREP 2.F.2.a] (5pts)	15	Topic/problem statement is clearly identified and articulated	Topic/ problem statement is adequately identified	Topic/problem statement not fully/and or inadequately identified	Topic/problem statement not identified/articulated or
2. Literature Review/ Critique of the literature pertaining to the underrepresented population of choice [KPI A.2.a.1; CACREP 2.F.2.a] (15 pts)	30	Excellent and comprehensive review and critique of the literature/ theory presented as it relates to chosen topic.	Good/Adequate Literature Review and Critique including discussion on theory and critique of the literature	Inadequate Literature Review and discussion on theory. Unclear presentation, discussion and critique of the literature	Poor Literature Review and Discussion of Theory. Poor presentation and Discussion of the literature
3. Counseling/ Research Implications demonstrate an understanding of multicultural and pluralistic characteristics within and among diverse groups [KPI A.2.a.1; CACREP 2.F.2.a] (10 pts)	20	Excellent discussion of counseling/research implications as it relates to multicultural and pluralistic characteristics	Good/Adequate discussion of counseling/research implications as it Relates to multicultural and pluralistic characteristics	Inadequate/Poor discussion of counseling/research implications as it relates to multicultural and pluralistic characteristics	Poor or No discussion on counseling/research implications for this population as it relates to multicultural and pluralistic characteristics.



<p>4. Reflection on impact of culture [KPI A.2.a.1; CACREP 2.F.2.d] (5 pts)</p>	<p>20</p>	<p>Reflection includes an excellent discussion of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</p>	<p>Reflection includes a good discussion of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</p>	<p>Reflection includes some discussion of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</p>	<p>Reflection includes limited or no discussion of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</p>
<p>5. Writing &amp; APA format (5 pts)</p>	<p>15</p>	<p>Adheres to APA format (6th ed.) and is clear, understandable, exceptionally well organized, and grammatically correct. No APA errors. Language is appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers.</p>	<p>Adheres to APA format (6th ed.) with only a few errors; is clear, well organized, understandable, and grammatically correct with only a few errors. Language is mostly appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers with only a few errors.</p>	<p>Has errors in APA format (6th ed.), lacks clarity, not well organized, and has grammatical errors. Language is somewhat appropriate for the type of paper. Adheres to some of paper requirements for page limit and headers/sub-headers.</p>	<p>Does not follow APA format, is unclear, is poorly organized, and has many grammatical errors. Language is generally not appropriate for the type of paper. Adheres to few or none of the paper requirements for page limit and headers/sub-headers.</p>