

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

EDCD 660.001 – Multicultural Counseling  
3 Credits, Spring 2019  
Tuesdays, 4:30 PM – 7:10 PM  
Thompson Hall Room L018 - Fairfax

**Faculty**

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**Prerequisites/Corequisites**

Admission to the CNDV program and EDCE 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 is taught through a combination of lecture, class discussion, small group discussion, assigned readings, experiential exercises, multi-media presentations, dyadic practice, and possible guest lecture to advance 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 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).

### **Recommended**

American Psychological Association Publication Manual (6th Edition).

Sue, D. W., Carter, R. T., Casas, J. M., Fouad, N. A., Ivey, A. E., Jensen, M. La Fromboise, T. Manese, J. E., Ponterotto, J. G., Vazquez-Nuttall, E. (1998). *Multicultural counseling competencies: Individual and organizational development*. Thousand Oaks: Sage Publishing.

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).

### **Course Requirements**

Each student is expected to: (1) attend each class, (2) arrive on time and stay for the entire class period, (3) participate in discussions and in-class exercises (4) submit assignments by the beginning of class time the following week (even during Spring Break and/or research days).

<b>Assignments Points</b>		<b>Assignments Due</b>
Participation/Attendance	15	<b>Every Class Period</b>
Assignment 1: Helms and White Privilege	10	<b>02/19/19</b>
Assignment 2: Critical Incident	10	<b>02/26/19</b>
Assignment 3: Cultural Immersion	10	<b>04/02/19</b>
Assignment 4: Research Paper	30	<b>04/30/19 (upload to BB)</b>
Assignment 5: Group Presentation	10	<b>T.B.D per Group Lottery</b>
Assignment 6: Blackboard Posts	15	<b>Begin on 01/29/19; End on 04/30/19</b>
<b>Total</b>	<b>100 points</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's 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 – 15 total points**

**1 pt./week; 1 pt. will automatically be given for week 1 to all students in attendance**

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., 4:30 pm, on the next class day.

#### **Class Papers**

- 1) Assignment # 1:  
2 – 3 pages reaction to the Helms book and white privilege
- 2) Assignment #2:  
2 – 3 pages critical incident write-up

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 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.

- 3) Assignment #3:  
2 – 3 pages reaction to participating in a cultural immersion experience

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) and 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.)

4) Assignment #4:

8 – 10 pages research paper following APA guidelines (Assignment #4)

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 04/16/2019. These papers will be submitted in paper form and electronically via Safe Assign on Blackboard on/by 04/30/19.

### **Group Presentations**

You will divide up into 4 groups (with 2 – 3 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 also 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.

### **Class Participation/Attendance - 15 total points**

#### **1 pt./day; 1 pt. each will be guaranteed for Spring Break and Research Day**

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 considered when they detract from the presentation or understanding of the professional arguments made. Points/a letter 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/policies-procedures/>

Given the workshop nature of the course, students are expected to maintain confidentiality about material shared by one another.

### Class Schedule

<b>Date:</b>	<b>Topic:</b>	<b>Assignments Due on this Day:</b>
Class 1 – 01/22/19	Introduction and Overview Cultural Exploration: Names	<b>Begin Blackboard Postings Due Weekly</b> (until Blackboard is up and running, please email a 1 pg. personal reflection per week to the instructor due by the start of the next class period)
Class 2 – 01/29/19	<b>Personal Cultural Artifacts (Bring in from home)</b>  Cultural Competence	Sue & Sue Ch. 1, 2, 3
Class 3 – 02/05/19	Political and Social Justice Implications, Systemic Oppression, Microaggressions, and Barriers to MC	Sue & Sue Ch. 4, 5, 6, 7
Class 4 – 02/12/19	Communication Styles, MC Evidence-Based Practice, and Non-western Indigenous Methods of Healing	Sue & Sue Ch. 8, 9, 10
Class 5 – 02/19/19	Racial/Cultural Identity Development Models and Culturally Competent Assessments Privilege (Walk)	Sue & Sue Ch. 11, 12, 13  <b>Complete Helms Book &amp; Assignment #1</b>
Class 6 – 02/26/19	Present on/Dialogue about Critical Incident(s)	<b>Assignment #2 (Critical Incident)</b>

		<b>Make sure your Blackboard Post due next week addresses your personal process to your peers' critical incidents.</b>
Class 7 – 03/05/19	African Americans <i>*Group Presentation #1*</i>	Sue & Sue Ch. 14
Class 8 – 03/12/19	<b>Spring Break – No Class</b>	<b>Blackboard Posting Expected</b>
Class 9 – 03/19/19	American Indians/Indigenous Populations and Alaska Natives <i>*Group Presentation #2*</i>	Sue & Sue Ch. 15
Class 10 – 03/26/19	<b>Research Day – No Class</b> (Instructor is presenting at a conference)	<b>Blackboard Posting Expected</b>  <i>*Read article on Broaching*</i>
Class 11 – 04/02/19	Asian Americans and Pacific Islanders <i>*Group Presentation #3*</i>	Sue & Sue Ch. 16  <b>Assignment #3 (Cultural Immersion)</b>
Class 12 – 04/09/19	Latinas/os <i>*Group Presentation #4*</i>	Sue & Sue Ch. 17
Class 13 – 04/16/19	Multiracial, Arab Americans, Muslim Americans, Immigrants, and Refugees	Sue & Sue Ch. 18, 19, 20 <b>Assignment #4 (Final Research Paper Abstract Due for Approval)</b> <i>*Ungraded Assignment*</i>
Class 14 – 04/23/19	Jewish Americans, Disabilities/Differently Abled, and LGBT	Sue & Sue Ch. 21, 22, 23
Class 15 – 04/30/19	Older Adults, Individuals Living in Poverty, and Women	Sue & Sue Ch. 24, 25, 26  <b>Assignment #4 Final Research Due</b>
Last Day of Classes: 05/06/19  Finals Week: 05/08/19 - 05/15/19		

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

### **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 <https://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://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/>.**