

**GEORGE MASON UNIVERSITY
Graduate School of Education
Counseling & Development Program**

**MULTICULTURAL COUNSELING
EDCD 660.001
Fall, 2009**

Instructor: Rita Chi-Ying Chung, Ph.D.
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Office Hours: Tuesday afternoon and by appointment.

Class Location: Tuesday, 4:30 p.m. – 7:10 p.m., Robinson A349

Prereq: Admission to the C&D program and EDCD 608, 603 or 605, and either 607, 606 or 609.

Course Description

This course is designed to examine multicultural issues in counseling. The course explores the complexities of culture and its influence on the client/counselor relationship. The aim of the course is to promote awareness and understanding of cultural differences and their effect on the counseling relationship. Other variables that interact with culture will also be investigated that may interfere with the counseling relationship, such as historical, political, socioeconomic, psychosocial adjustment, racism, prejudice, discrimination and oppression. The course therefore includes an extensive exploration of 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 Objectives/Student Outcomes

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.

Relationship to Courses and Program Goals and Professional Organizations

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 bases 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).

Professional Performance Criteria (Effective February 25, 2003)

As posted on C&D homepage:

http://gse.gmu.edu/programs/counseling/professional_performance.htm

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 Graduate School of Education at George Mason University requires its students to exhibit the following:

Communication Skills

- 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

Professionalism

- 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

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

Textbooks/Readings:

Sue, D.W. & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice (5th ed.)*. John Wiley

Journal of Counseling and Development (1999) 77(1), Special Issue – *Racism: Healing its Effect* (Retrieved from Blackboard)

Helms, J. E. (2008). *A race is a nice thing to have (2nd ed.)*. Microtraining and Multicultural Development.

APA Publication Manual (2010). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC: APA

Recommended Reading:

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-Nutall, E. (1998). *Multicultural Counseling Competencies: Individual and Organizational Development*. Sage Publications.

Pedersen, P. B., Draguns, J. G., Lonner, W. J., & Trimble J. E. (2008). *Counseling Across Cultures (6th Ed)*. Sage Publications.

Pedersen, P. B., & Carey, J. C. (2003). *Multicultural Counseling in Schools (2nd Ed)*. Allyn & Bacon.

Honor Code

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the

University Catalogue or website at www.gmu.edu. Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

GMU's Plagiarism Policy: <http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism>:

The following two paragraphs are taken directly from GMU's website re: plagiarism.

Plagiarism Statement

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism.

Plagiarism and the Internet

Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material. ([Virginia Montecino](#))

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

NOTE: The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. **If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the**

beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Note: GMU requested that students turn off their pagers, cell-phones, and/or blackberries before class begins.

The Graduate School of Education (GSE) expects that all students abide by the following: Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu> for a listing of these dispositions.

First Day of Class and the Saturday Class are 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.

Course Requirements/Assignments

Details of course assignments/requirements will be given out on the first day of class, as well as, posted on Blackboard. First Day of Class and Saturday Class are Mandatory.

Evaluation and Grading

<u>Assignments</u>	<u>Points</u>	<u>Due</u>
Group Presentation	6	To be arranged
Assignment 1	4	9/22/09
Assignment 2:	4	10/3/09
Assignment 3:	12	10/6/09
Assignment 4:		10/13/09
Assignment 4:	3	12/8/09
Abstract		10/27/09
Assignment 5:	12	11/10/09
Assignment 6:	30	12/1/09
Assignment 7:	14	Begin Blackboard Postings on 9/1/09 and end on 12/7/09
Participation/Attendance	15	
3 Questions/Comments on Sue & Sue Readings		_____
Total	<u>100</u>	

*** Students must also submit assignments 3 and 6 to blackboard (under assignments). These assignments will be submitted to Safeassign to check for plagiarism.**

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.

Grading Policy:

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.

Course Schedule**

<u>Date</u>	<u>Topic</u>	<u>Assignments</u>
Class 1 9/1/09	Introduction and Overview Cultural Exploration and Exercises	<u>Begin Blackboard Postings</u>
Class 2 9/8/09	Personal Artifacts Definition of Culture	Handout Sue & Sue Ch. 1, 2 & 3
Class 3 9/15/09	Multicultural Counseling Concepts Culture and Worldviews	Sue & Sue Ch. 4, 5, 6, 7
Class 4 9/22/09	Multicultural Issues in Counseling	JCD, Sue & Sue Ch. 8, 9, 10, 11 <u>Assignment 1 Due</u>
Class 5 9/29/09	Racism, Discrimination and Oppression	JCD, Helms, Sue & Sue Ch. 12, 13,
Saturday 10/3/09	10:00 a.m. – 4:00 p.m. Racism, Discrimination and Oppression, (continued)	<u>Assignment 2 Due</u>
Class 6 10/6/09	Multicultural Competencies Interventions & Strategies	Sue & Sue Ch. 12, 13 <u>Assignment 3 Due</u>
Class 7 10/13/09	Columbus Day Holiday - No Class Blackboard posting Expected	<u>Assignment 4, Part 1 Due</u>
Class 8 10/20/09	LGBT Issues in Counseling (Guest Speaker)	Sue & Sue Ch. 23
Class 9 10/27/09	Refugees and Biracial/Multiracial Populations	Sue & Sue Ch. 21 & 22 <u>Abstract Due</u>
Class 10 11/3/09	African Americans	Sue & Sue Ch. 14
Class 11 11/10/09	Latina/o Americans	Sue & Sue Ch. 17 <u>Assignment 5 Due</u>
Class 12 11/17/09	Asian Americans	Sue & Sue Ch. 16
Class 13 11/24/09	Arab Americans	Sue & Sue Ch. 18
Class 14 12/1/09	Americans Indians	Sue & Sue Ch. 15 <u>Assignment 6 Due</u> <u>Last Blackboard Postings for the week</u>
Class 15 12/8/09	Special Issues in Multicultural Counseling	<u>Assignment 4 Pt. II Due</u>
Finals Week 12/15/09		

** Content of the course is subject to change based on the unique characteristics of the class and course content.