

GEORGE MASON UNIVERSITY
College of Education and Human Development
Counseling & Development Program

EDCD 660
Multicultural Counseling
Summer 2012

Instructor: Jessica Diaz McKechnie
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Phone: 301-793-0983
Email:
Office Hours: By appointment only
Class Time: Mondays, Wednesdays, and Fridays
3:45 p.m. – 6:50 p.m.
July 02 – August 04
Class Location: Thompson Hall Rm 1017

Course Description:

Prerequisite: *Admission to the C&D program and EDCD608.* This course is designed to examine multicultural issues in counseling. The course explores 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 including historical, political, socioeconomic, psychosocial adjustment, racism, prejudice, discrimination, privilege and oppression variables since they may interfere with the counseling relationship. This course, therefore, includes an extensive exploration of the above issues through group process experience that enables students to develop intra- and interpersonal awareness, cultural sensitivity, and cultural competence that are critical to being a multicultural counselor/therapist.

Relationship to C & D 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. This 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. EDCD660 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 CACREP (Council for Accreditation of Counseling and Related Educational Programs) standards (CACREP-Section II Kb: An understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society).

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.

Required Text & Readings:

A. Required Text:

Lee, C.C., Burnhill, D., Butler, A., Hipolito-Delgado, C.P., Humphrey, M., Muñoz, O. & Shin, H. (Eds.) (2009). *Elements of culture in counseling*. Columbus, OH: Pearson.

Tatum, Beverly D. (1997). "Why Are All The Black Kids Sitting Together in the Cafeteria?": A Psychologist Explains the Development of Racial Identity. Basic Books.

B. Required Reading:

Multicultural Counseling Competencies and Standards – Can be found at:
<http://www.counseling.org/Resources/>

Download PDF file with the competencies and standards

C. Course Materials:

Additional course materials are available at Blackboard.

Course Outline and Schedule:

This course will be divided into 3 major areas. The first area will focus on personal *awareness*. Students will explore their own cultural heritage, identity, values and biases and their potential impact on interpersonal relationships with culturally diverse groups of people. The second area will focus on cross-cultural *knowledge*. Counseling concepts considered important in facilitating counseling relationships across cultures will be explored. The final area will be concerned with the development of intervention *skills* for culturally competent counseling. Students will learn specific counseling approaches derived from an understanding of important cultural concepts.

Instructional Procedures and Course Experiences:

The course will be conducted in a seminar format with lecture, discussion, audiovisual presentations, and experiential activities. Respect for others opinions and beliefs is an essential component for creating a safe and open space for learning.

Course Requirements:	Points:	Due Date:
Participation/Attendance	20	End of semester
Personal Cultural Analysis	10	July 9th
Cultural Immersion Experience/Paper	50	August 1st
Team Research Presentation/Paper	30	July 25 th & 27th
Final examination	40	August 3rd
Total	150	

Due Dates for Assignments and Exams:

All assignments and exams are due at the beginning of class, at 3:45pm.

Personal Cultural Analysis: Each student will do a reflection on his or her personal cultural journey. Reflecting on their familial, religious, historical, and in general cultural background from various contexts and how they have shaped you today. Students should open conversations with friends and family about this journey, including beliefs (both positive and negative) that have shaped his or her worldview. Final paragraph should address the following questions: As a professional counselor, how do you think your cultural background and attitudes will help you in working with culturally diverse clients? How will they hinder you in working with culturally diverse clients? What areas of personal growth are needed to make you both culturally competent as a counselor and multiculturally literate as a person? Due July 9th.

Cultural Immersion Experience: Each student 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. A proposal of the activity should be submitted for approval by July 9th. A 4-5 page paper summarizing the experience, what knowledge was gained, and how that knowledge can be applied to your counseling practice and life is due August 1st.

Team Research Presentations: You will divide up into groups of three to four and present on a particular culturally relevant counseling topic of your groups choice. Your presentation should last no more than 30 minutes followed by a 10-minute role play on how the research you have found could be applied to counseling. You will then have 20 minutes to respond to questions and lead the class in a discussion related to your topic. **Research Papers:** 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. These papers will be submitted in paper form and electronically via Safe Assign on Blackboard. **Plagiarism will not be tolerated and will result in major point deductions.**

Participation and Attendance in Class:

Classroom participation is a vital part of this course. Due to the limited time frame, class attendance is indispensable. Therefore, it is expected that students will attend all classes (which includes arriving on time and staying for the entire class) and participate fully in class discussions and exercises. Grades for this portion will be determined by quality of the participation. If students miss

more than 1 class without acceptable reasons (e.g., family emergency, illness with a doctor's note), it will affect the students' participation/attendance grade. If students miss more than 1 class with unexcused absences, he or she will not receive a passing grade for the course. 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.

Grading Scale:

A	= (100-95)
A-	= (94.9-89)
B+	= (88.9-83)
B	= (82.9-77)
B-	= (76.9-71)
C+	= (70.9-65)
C	= (64.9-60)

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. 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 there is a reasonable excuse (e.g., family emergency, illness with a doctor's certificate).

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- 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.
- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].
The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

GMU 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. (statement of English Department at George Mason University)

Counseling & Development (C&D) Program Professional Dispositions Professional Performance Criteria (Effective February 25, 2003).

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

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| <ul style="list-style-type: none"> ○ Clear presentation and demonstration of multicultural competencies in counseling skills ○ Clear oral communication | <ul style="list-style-type: none"> ○ Clear written communication ○ Clear ability to demonstrate effective and supportive helping skills ○ Clear ability to demonstrate effective listening skills |
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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

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 multiculturalism and diverse cultures

- Commitment to the psychological well-being, health, and wellness for all people
- Sound judgment
- Integrity and honesty
- Ability to accept personal responsibility
- Ability to receive and reflect upon constructive criticism
- Positive attitude
- Ability to meet deadlines
- Ability to maintain confidentiality with clients, students, and colleagues
- Appropriate assertiveness
- Ability to manage stress
- Ability to meet requirements as stated in course syllabi
- Adherence to ACA ethical guidelines

COURSE OUTLINE

DATE	TOPIC	READING / ASSIGNMENT
July 1	Introduction & Overview Definition of Race & Culture	Syllabus
July 4	No Class – GMU Closed	
July 6	Multicultural Issues in Counseling Worldviews	Lee et al (2009) Ch 1-3 Personal Cultural Artifacts
July 9	Exploration of White Privilege “Duality Duel” & “I Apologize”	Lee et al (2009) Ch 4 & McIntosh article Personal Cultural Analysis
July 11	Cultural Identity Development	Lee et al (2009) Ch 5 Helms article
July 13	Racial Identity Models	Lee et al (2009) Ch 6 Tatum book
July 16	Multicultural Counseling Competence	Competencies
July 18	The Cross Cultural Zone	Lee et al (2009) Ch 7
July 20	Ethical Issues in Multicultural Counseling	Lee et al (2009) Ch 13 ACA Code of Ethics, Additional readings
July 23	Social Justice in Counseling Cross-Cultural issues explored (LGBTQ)	Lee et al (2009) Ch 9
July 25	Cross-Cultural issues explored (Latina/o/African American)	Team Research Presentation Additional Readings
July 27	Cross-Cultural issues explored (Asian American/Arab Americans)	Team Research Presentation Additional Readings
July 30	Cross-Cultural issues explored (Native Americans) Mentoring Lab	Lee et al (2009) Ch 11, 12
Aug 1	Deconstructing the Space	Lee et al (2009) Ch 14, 15 Immersion Experience
Aug 3	Final Exam	Final Exam Due

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

CULTURAL IMMERSION EXPERIENCE

Identify and participate cross cultural experience designed to help you gain knowledge, sensitivity and skills needed to work with culturally diverse clients/students effectively. We believe that personal contact is a more robust way for counselors in training to increase their level of comfort with and to decrease their level of anxiety about culturally diverse individuals. In your experience, you are required to identify one major stereotype and the origin of the stereotype of your selected cultural group. What you learn about this stereotype should be discussed in your report.

The purpose of the experience is to help you learn, grow, or change regarding your relationship with culturally diverse people. It is suggested that you become involved with a cultural group different from your own at the following three levels:

Level 1 – Observation (learning from a safe distance).

Level 2 – Information seeking (learning from a closer distance).

Level 3 – Direct participation (learning from the closest distance).

EXPERIENCE PROPOSAL

Through experience, participants change their attitudes toward becoming more comfortable with, and gain more awareness about individuals from culturally diverse groups. Participants often observe growth and change as they experience other cultural groups through observation (level one), through investigation (level two), and through personal involvement (level three). The first step in multicultural action is the development of the proposal. The proposal is designed to help you maximize your effort by thinking through your plan prior to beginning the process. Your Action Plan Proposal should consist of the following:

1. The overall goal for the plan (a statement about personal growth or personal learning outcome)
2. Action Plan One – *Observation*
 - a. Proposed objective (specific outcome)
 - b. Proposed activity
3. Action Plan Two – *Investigation*
 - a. Proposed objective (specific outcome)
 - b. Proposed activity
4. Action Plan Three – *Personal Involvement*
 - a. Proposed objective (specific outcome)

b. Proposed activity

NOTE: *These activities are experiential in nature and often require involvement with strangers causing some degree of anxiety for those with limited cross-cultural interactions or relations. Therefore, we encourage you to select experiences based on your own level of cross cultural comfort. The instructors are available to discuss or assist with the development and implementation of your plans.*

GUIDELINES AND EXAMPLES OF MULTICULTURAL EXPERIENCES

We have attempted to suggest a range of experiences from least to most challenging. We encourage you to elect experiences with maximum potential for **personal awareness, knowledge and skills development**. You are required to submit an action plan proposal stating your overall goal and objectives for each level of the plan. The personal growth objective should include ways you hope to learn or grow and change.

LEVEL ONE: OBSERVATION (learning from a safe distance). The following are suggested ideas:

1. Attend an off-campus lecture/presentation that focuses on cultural diversity issues and concepts
2. Make a tour of an ethnic community and give a description of the community's environment including the quality of homes, conditions of lawns, streets, sidewalks and behaviors of the people. In addition, notice the number of recreational facilities, pharmacies, medical clinics and any unique aspect of the community you may observe
3. Attend a movie or play that depicts cultural practices of a cultural group different from your own

LEVEL TWO: INVESTIGATION (learning from a closer distance) The following are some suggested ideas:

1. Arrange to meet with community leaders (religious leaders, politicians, teachers, etc.) from the ethnic minority community and try to determine their perceptions of the needs and concerns of the ethnic group they represent
2. Visit a Historically Black College or University (HBCU) and talk with African American students regarding their needs and most critical issues
3. Visit an ethnic minority community near you and interview some of the people, finding out about their concerns, needs, outlooks, etc.
4. Talk with your parents about their attitudes toward cultural different people and how they developed their attitudes
5. Do research on the population

LEVEL THREE: DIRECT PARTICIPATION (Learning from the closest distance) The following are some suggested ideas:

1. Arrange to spend a weekend or a week in the home of an ethnic family in your community and observe life styles, customs, traditions, family practices, disciplinary procedures, roles of the family members, needs, concerns, etc.
2. Conduct a communication survey involving culturally diverse groups of people ascertaining what each group says causes a breakdown in communication with the other.
3. Go on an extensive journey with a person from a cultural group different from your own
4. Go on an extensive journey by yourself into a cultural context different from your own
5. Attend a religious service of a cultural group different from your own.

IMMERSION PROJECT REPORT

Prepare a summary paper of your experience based on the following guidelines for each of the three levels. Your paper should not exceed fifteen (15) typewritten pages.

1. Identify and briefly describe the experience of collaborating with a culturally diverse individual. How creative, well organized, grammatically correct, and clearly understood was your description of the experience?
2. Identify and briefly discuss your personal objectives for each of the experiences (ways you hope to learn, change or grow). How thoughtful was your process of selecting and implementing your personal growth objectives?
3. Discuss your feelings and reactions to the experience. How clearly stated were your feelings/reactions toward the experience?
4. Briefly discuss how your experience was supported by concepts found in the literature. A minimum of five citations (**DO NOT** include the textbook from this course) is expected using a list of counseling journals to be distributed. The Action Plan report should answer the question: *To what extent are multicultural counseling concepts (i.e., worldview, historical hostility, cultural identity development, etc.) related to or connected with your action plan?*
5. Discuss the experience in terms of implications for multicultural counseling (i.e., *What counseling strategies, interventions, and techniques might be employed? What personal qualities or competencies should a culturally responsive counselor have?*)

N.B.: This paper will be evaluated on the criteria above along with organization, creativity and grammatical usage. Please use the APA Publication Manual (6th Edition) as a guide for all written assignments.

*** The best reports are those that show a clear linkage between the action plan experience and concepts presented in the multicultural counseling literature.**

PERSONAL CULTURAL ANALYSIS

All people are products of the dynamics of their own cultural background. In addition, their present attitudes, behaviors, and values are shaped by past learning and experiences.

Do an analysis of your own cultural heritage. The following are some questions that can be used as a spring board for conversation and thought but you are limited to or required to use all of them in your analysis.

- What generation in the United States do you represent? Are you and your siblings the first of your family to be born in this country? Were you born outside of the United States? Where did your ancestors migrate from? Within the United States? From outside the United States? Why?
- If you are an international student studying in the United States, what country do you come from? How long has your family been in your home country? What would you describe as some of the major cultural characteristic of your country?
- Does your immediate family or extended family practice ethnic or cultural customs that you or they value or identify with? For example: foods, celebrations, traditions, social behaviors, manners, beliefs. What customs do you prize the most? Do you or your relatives speak your ethnic group language?
- What is/are the dominant religion(s) of your family? What role has religion and spirituality played in the everyday lives of members of your family? Have they changed over the years? If so, why?
- How is sexual orientation regarded within your family?
- What prejudices or stereotypes does your family have about other ethnic or cultural groups?
- To what extent do you regularly interact with members of other ethnic or cultural groups? Professionally? Socially? Do you worship with members of other ethnic or cultural groups?
- How did you first come to understand that racism existed? What did you learn from this experience? What was your parents' main advice to you about people from other ethnic or cultural groups? Do you receive other, less overt information about culturally different groups from others?
- How would your parents have responded if, while in college, you had invited a member of a different ethnic or cultural group home with you for a family celebration?
- How would your parents respond, or have responded, if you announced that you were in a significant romantic relationship with a member of a different ethnic or cultural group?
- How do you think you would respond, or have responded, if your college-age son or daughter announced plans to marry a member of a different ethnic or cultural group?
- How does your family view mental health professionals?
- What would you identify as your level/phase of racial/cultural identity? What are the markers of this level?

As a professional counselor, how do you think your cultural background and attitudes will help you in working with culturally diverse clients? How will they hinder you in working with culturally diverse clients? What areas of personal growth are needed to make you both culturally competent as a counselor and multiculturally literate as a person?

Your analysis should be presented in paper form.