



College of Education and Human Development

Counseling & Development
4400 University Drive, MS 1H1, Fairfax, Virginia 22030
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<http://gse.gmu.edu/counseling/>

EDCD 660.001: Multicultural Counseling (3:3:0)

Fall 2015

Tuesday, 4:30-7:10pm Krug Hall 107

Saturday 10/3/15, 10:00am – 4:30pm Krug Hall 107

Instructor: Rita Chi-Ying Chung, Ph.D.

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Office Hours: Monday and Tuesday afternoon and by appointment.

Prereqs: Admission to the C&D program and EDCD 602, 603, 608, and 606 or 609.

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.

Expanded Course Description: 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 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 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).

Course Delivery: Face to Face and Weekly Blackboard discussions

Textbooks/Readings:

Sue, D. W. & Sue, D. (2013). *Counseling the culturally diverse: Theory and practice (6th ed)*. John Wiley

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

Articles uploaded on Blackboard

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.

Course Requirements/Assignments

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.

Details of course assignments/requirements will be given out on the first day of class.

<u>Assignments</u>	<u>Evaluation and Grading</u>
	<u>Points</u>
Group Presentation	6
Assignment 1:	4
Assignment 2:	4
Assignment 3:	12
Assignment 4:	3
Abstract	
Assignment 5:	12
Assignment 6: (see blackboard for rubric)	30
Assignment 7:	14
Participation/Attendance	15
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Total	100

All assignments must be submitted to Safeassign on Blackboard 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.

C&D Attendance Policy

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

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.

Core Values Commitment

The College of Education & 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

Students must adhere to the guidelines of the **George Mason University Honor Code** [See <http://oai.gmu.edu/honor-code/>]. To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this:

Student members of the George Mason University community pledge not to **cheat, plagiarize, steal,** and/or **lie** in matters related to academic work. Please refer to the following website for the definitions of: cheat, plagiarize, steal or lie: <http://oai.gmu.edu/honor-code/>].

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 **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.

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/>].

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 stating that **all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.**

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/>].

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:

Students are expected to exhibit **professional behavior and dispositions** at all times. See <http://gse.gmu.edu/programs/counseling/resources/> for a listing of these dispositions

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

- 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 Schedule**

<u>Date</u>	<u>Topic</u>	<u>Assignments</u>
Class 1	Introduction and Overview Cultural Exploration and Exercises	<u>Begin Blackboard Postings</u>
Class 2	Personal Artifacts Definition of Culture	Handout Sue & Sue Ch. 1, 2 & 3
Class 3	Multicultural Counseling Concepts Culture and Worldviews	Sue & Sue Ch. 4, 5, 6, 7, JCD <u>Assignment 1 Due</u>
Class 4	Multicultural Issues in Counseling	Sue & Sue Ch. 8, 9, 10
Class 5	Racism, Discrimination and Oppression	Helms, Sue & Sue Ch.11, 12, 13 <u>Assignment 2 Due</u>
Saturday	10:00 a.m. – 4:00 p.m. Racism, Discrimination and Oppression, (continued)	
Class 6	Racism, Discrimination and Oppression Continued	<u>Assignment 3 Due</u>
Class 7	Columbus Day Holiday No Classes – Blackboard Posting Required	

Class 8	Multicultural Competencies Interventions & Strategies	Sue & Sue Ch. 12, 13 <u>Assignment 4, Part 1 Due</u>
Class 9	Refugees and Biracial/Multiracial Populations	Sue & Sue Ch. 21, 18
Class 10	African Americans	Sue & Sue Ch. 14 <u>Abstract Due</u>
Class 11	Latina/o Americans	Sue & Sue Ch. 17 <u>Assignment 5 Due</u>
Class 12	Asian Americans	Sue & Sue Ch. 16
Class 13	Arab Americans	Sue & Sue Ch. 19
Class 14	Americans Indians	Sue & Sue Ch. 15 <u>Assignment 6 Due</u>
Class 15	Special Issues in Multicultural Counseling	<u>Assignment 4 Pt. II Due</u> <u>Last Blackboard Postings</u>

Finals Week

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

EDCD 660: Multicultural Research Paper Rubric

Criteria	Excellent A/A-	Competent B+/B	Meets Minimal Requirements B-	Unsatisfactory C and Below
Adheres to requirements of the assignments	Topic Appropriate to Multicultural Counseling	Topic Appropriate to Multicultural Counseling	Topic Appropriate to Multicultural Counseling	Topic Marginally Related to Multicultural Counseling.
	Exactly or Slightly Less or More Than 50% Literature Review	Over 50% Literature Review	Over/Well Over 50% Literature Review	Over/Well Over 50% Literature Review
	Exactly or Slightly Less Than 50% Critique	Less than 50% Critique	Less Than/Well Under 50% Critique	

	<p>Uses only Appropriate and Current Journal Citations</p> <p>Adheres to Paper Length: 6 Pages</p> <p>Uses no or 1 Direct Quotation from Literature</p>	<p>Uses Some Appropriate and Current Citations</p> <p>May Slightly Alter Paper Length</p> <p>More than 1 Direct Quotation from Literature</p>	<p>Use Some Appropriate and Current Citations</p> <p>May Slightly Alter Paper Length</p> <p>More than 1 Direct Quotation from Literature</p>	<p>Less Than/Well Under 50% Critique</p> <p>Use In-appropriate and Non-current Citations</p> <p>Does Not Adhere to Paper Length</p> <p>More than 1 Direct Quotation from Literature</p>
Literature Review	Comprehensive/Indepth Review of the Literature and Discussion on Theory. Excellent and Clear Presentation of the Literature and Discussion of the Literature	Good/Adequate Literature Review and Discussion on Theory. Good/Adequate Presentation and Discussion of the Literature.	Adequate/Inadequate Literature Review and Poor Discussion on Theory. Unclear Presentation and Discussion of the Literature.	Inadequate and Poor Literature Review and Discussion of Theory. Poor Presentation and Discussion of the Literature.
Critique of the Literature	Comprehensive/Indepth Critique of the Literature, Clear Presentation of the Critique, Excellent Analysis of the Critique, Demonstration of Excellent Thoughts, and Presentation of Ideas, Use of Literature to Support the Critique.	Good Critique of the Literature, Including: Clear Presentation of the Critique, Good Analysis of the Critique, Demonstration of Clear Thoughts, and Presentation of Ideas, Use Some Literature to Support the Critique.	Adequate/Inadequate Critique, Minimal Demonstration of Thoughts, and Presentation of Ideas, Use Some or No Literature of Support the Critique.	Poor Critique, Poor Demonstrations of Thoughts, and Presentations of Ideas. Does Not Meet Requirements
Writing	No Spelling and Grammatical Errors, Clarity of Expression, Well Organized Paper, Includes: Introduction, Conclusion and Proper Use of	Some/Minimal Spelling and Grammatical Errors, Less Clarity of Expression, Good	More than 2 spelling and/or Grammatical Errors Limited Clarity Expression	Major Grammatical and/or Spelling Errors, Limited Clarity of Expression, Poor

	Headings/Subheadings and Paragraphs.	Organization of Paper.	Adequate/Poor Organization of Paper.	Organization of Paper.
Counseling Implications	Excellent Discussion on Counseling Implications as it Relates to the Topic.	Good/Adequate Discussion of Counseling Implications as it Relates to the Topic	Inadequate/Poor Discussion of Counseling Implications as it Relates to the Topic.	Poor or No Discussion on Counseling Implications as it Relates to the Topic.
APA 6 th Edition	No or 1 minor APA errors	2 or 3 APA errors	More than 3/Major APA errors	More than 3/Major APA errors.