

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

EDCD 660 (001) - Multicultural Counseling  
3 Credits, Fall 2016  
Tuesdays, 4:30 – 7:10 pm  
Saturday, October 8<sup>th</sup>, 10:00 am – 4:20 pm  
Krug Hall Room 107

**Faculty**

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**Prerequisites/Corequisites**

Admission to the CNDV program and EDCD 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 will be delivered using a lecture format.

**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 (7<sup>th</sup> ed.)*. Hoboken: John Wiley & Sons, Inc.

Helms, J. E. (2008). *A race is a nice thing to have (2<sup>nd</sup> ed.)*. Alexandria: Mircotraining Associates (Acquired by Alexander Street in 2010).

Articles uploaded on Blackboard

### **Recommended Readings**

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*. Thousand Oaks: Sage Publishing.

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 Examinations**

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

- **Other Requirements**

**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.**

**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 non-passing grade.

- **Course Performance Evaluation Weighting**

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

- **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).

A = 95-100    A- = 90-94    B+ = 87-89    B = 83-86    B- = 80-82    C = 70-79    F = < 70

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.

### **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://oai.gmu.edu/the-mason-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 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/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

## Class 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	Article: 1 Sue & Sue Ch. 1, 2 & 3
Class 3	Multicultural Counseling Concepts Culture and Worldviews	Sue & Sue Ch. 4, 5, 6 & 7 Article: 2, <u>Assignment 1 Due</u>
Class 4	Racism, Discrimination and Oppression	Sue & Sue Ch. 8, 9, 10 Article: 3 & 4
Class 5	Racism, Discrimination and Oppression (continued)	Article: 5, Sue & Sue Ch. 11, 12, 13 <u>Assignment 2 Due</u>
Saturday 10:00 a.m. – 4:00 p.m.	Anti-Racist Behavior	
Class 6	Multicultural Competencies  Interventions & Strategies	Sue & Sue Ch. 12 & 13  Article: 6 <u>Assignment 3 Due</u>
Class 7	Multicultural Counseling Applications	Article 7 & 8 <u>Assignment 4 Pt 1 Due</u>
Class 8	Spring Break - No Class <b>Blackboard Posting Expected</b>	
Class 9	African Americans	Sue & Sue Ch. 14 <u>Abstract Due</u>
Class 10	Refugees and Biracial/Multiracial Populations	Sue & Sue Ch. 18, 21
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> <u>Last Blackboard Postings for the week</u>
Class 15	Special Issues in Multicultural Counseling	<u>Final Assignment Due</u>
Finals Week		

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

**Assessment Rubric(s)**  
**EDCD 660: Multicultural Research Paper Rubric**

<b>Criteria</b>	<b>Excellent A/A-</b>	<b>Competent B+/B</b>	<b>Meets Minimal Requirements B-</b>	<b>Unsatisfactory C and Below</b>
Adheres to requirements of the assignments	<p>Topic Appropriate to Multicultural Counseling</p> <p>Exactly or Slightly Less or More Than 50% Literature Review</p> <p>Exactly or Slightly Less Than 50% Critique</p> <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>Topic Appropriate to Multicultural Counseling</p> <p>Over 50% Literature Review</p> <p>Less than 50% Critique</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>Topic Appropriate to Multicultural Counseling</p> <p>Over/Well Over 50% Literature Review</p> <p>Less Than/Well Under 50% Critique</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>Topic Marginally Related to Multicultural Counseling.</p> <p>Over/Well Over 50% Literature Review</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/In-depth 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/In-depth 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 Headings/Subheadings and Paragraphs.	Some/Minimal Spelling and Grammatical Errors, Less Clarity of Expression, Good Organization of Paper.	More than 2 spelling and/or Grammatical Errors Limited Clarity Expression Adequate/Poor Organization of Paper.	Major Grammatical and/or Spelling Errors, Limited Clarity of Expression, Poor 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 <sup>th</sup> Edition	No or 1 minor APA errors	2 or 3 APA errors	More than 3/Major APA errors	More than 3/Major APA errors.