

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

EDCD 660.002 – Multicultural Counseling  
3 Credits, Spring 2020

Wednesdays 7:20 – 10:00 PM – East Building Room 134 – Fairfax

Saturday, February 29<sup>th</sup> 10:00 AM – 3:00 PM – East Building Room 134 - Fairfax

**Faculty**

Name: Tracey R. Scott, PhD  
Office Hours: By Appointment (email to schedule)  
Office Location: Krug Hall, Suite 202  
Office Phone: 703.993.2087 (C&D Office)  
Email Address:

**Prerequisites/Corequisites**

Admission to the CNDV program; B or better EDCE 606 or B or better in EDCE 609; EDCE 608 or concurrent.

**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 social justice multicultural counselor/therapist.

**Course Delivery Method**

This course is taught through a combination of lecture, class discussion, small group discussion, assigned readings, experiential exercises, multimedia presentations, dyadic practice, and possible guest lecture to advance the and evaluate students' knowledge and skills.

**CACREP/Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. To increase awareness of how one's cultural background (e.g., race, ethnicity, gender, spirituality), acculturation experiences, belief systems, attitudes, values and biases influence the views of self and others in the counseling process (CACREP Stds. 2.F.2.d; 2.F.2.g).
2. To gain insight and appreciate multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP Std. 2.F.2.a).
3. To gain an awareness and understanding of power and privilege (CACREP Std. 2.F.2.e).
4. To gain an awareness and understanding of theories and models of multicultural counseling and cultural identity development. (CACREP Std. 2.F.2.b).
5. To gain an awareness of help seeking behaviors of culturally diverse clients (CACREP Std. 2.F.2.f).
6. To encourage the elimination of biases, prejudices and discriminatory behavior with culturally diverse clients, community and society (CACREP Std. 2.F.2.h).

7. To acknowledge, understand and demonstrate the multicultural counseling competencies (CACREP Std. 2F.2.c).

## Professional Standards

### *Council for Accreditation of Counseling and Related Education Programs (CACREP)*

Upon completion of this course, students will have met the following professional standards:

<i>CACREP Standard</i>	<i>Course Content (Reading, Assignment, and/or Lecture/Discussion); KPI measured (if applicable)</i>
<b>2.F.2.a.</b> multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	<b>Assignment #4: Multicultural Research Paper; KPI Measured: A.2.a</b>
<b>2.F.2.b.</b> theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Readings: Sue & Sue Ch. 11, 12, 13; Helms Book; Lecture:5; Assignment #2 Critical Incident Paper
<b>2.F.2.c.</b> multicultural counseling competencies	Readings: Sue & Sue Ch. 1-4; Begin Helms Book Review MSJCC; Lecture: 2
<b>2.F.2.d.</b> the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	<b>Assignment #4: Multicultural Research Paper; KPI Measured: A.2.a</b>
<b>2.F.2.f.</b> help-seeking behaviors of diverse clients	Reading(s): Sue & Sue Ch. 5-10; Lecture: 4
<b>2.F.2.g.</b> the impact of spiritual beliefs on clients' and counselors' worldviews	Readings: Sue & Sue Ch. 10; Lecture: 6

## 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. (2020). *A Race is a Nice Thing to Have (3rd ed.)*. San Diego: Cognella.

## Required Articles uploaded on Blackboard

### Recommended Readings

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.

Sue, D., (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. New York, NY: John Wiley & Sons, Inc

## 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/or Examinations**

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

- **Other Requirements**

**First day of class is 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.**

## **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.

- **Grading**

<b>Course Requirements/Assignments</b>	<b>Points</b>	<b>Assignments Due</b>
<b>Participation/Attendance</b>	13	Every class period
<b>Assignment 1:</b> (Helms/White Privilege) (2-3 pgs)	5	2/19/20
Research Paper Abstract (upload to BB)		2/29/20
<b>Assignment 2:</b> (Critical Incident Paper) (2-3 pgs)	5	3/4/20
<b>Assignment 3:</b> (Cultural Immersion) (2-3 pgs)	10	4/1/20
<b>Assignment 4:</b> (Research Paper) (8-10 pgs)	40	5/4/20
<b>Assignment 5:</b> (Class Reaction) (2 pgs)	5	4/29/20
<b>Assignment 6:</b> (Group Presentation)	10	TBD
<b>Assignment 7:</b> (Technology: Blackboard posts)	12	Begin Blackboard postings after 1 <sup>st</sup> class on 1/22/20. Final posting due on 4/15/20.
<b>Total Points Possible</b>	100	

**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 is 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 – 12 total points (1 point given per week for participation)**

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., 4:00 pm, on the next class day. Blackboard discussion groups will be randomly selected by the professor.

### **Class Papers**

**1. Assignment # 1: Helms/White Privilege Paper (2-3 pages) (5 points) (CACREP Std. 2F.2.e)**  
Provide your reactions (both cognitive and emotional) to the Helms book and White privilege readings/class discussions. **Due 2/19/20- Upload to BB**

**2. Assignment # 2: Critical Incident Paper (2 to 3 pages) (5 points) (CACREP Std. 2.F.2.b)**  
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 racially/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. **Due 3/4/20- Upload to BB**

### **3. Assignment #3: (Cultural Immersion Paper) (2-3 pages) (10 points)**

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). Students 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.). **Due 4/1/20- Upload to BB**

### **4. Assignment #4: (Research Paper) (8-10 pages) (40 points) (KPI A.2.a) (CACREP Stds. 2.F.2.a &d)**

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 2/29/20. **These papers will be submitted electronically via Safe Assign on Blackboard by 11:59pm on Monday, 5/4/20.**

### **5. Assignment #5 (Final Course Reflection Paper) (2 pages max) (5 points)**

Briefly reflect on personal/professional experiences areas gained from class.

What did you learn about multicultural counseling? What did you learn about yourself? **Due 4/29/20- Upload to BB**

### **Group Presentations (10 points)**

You will divide into 5 groups (4 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 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. You should also include your personal reactions (emotional and cognitive) to what you learned and additional counseling role-plays/reflection activities for your peers to participate in, time permitted. Finally, students not involved in the group presentation of the day should bring in two written questions related to the readings, which will be addressed by the presenting group members.

### **Class Participation/Attendance – (13 points)**

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 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).

**In accordance with the George Mason University Grading Policy, the following grades may be achieved:**

**A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]**

### Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

### Professional Dispositions Assessment

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
Basic	602, 609, 601, 525, 603, 604 654, 652, 656, 658	602, 606, 601, 525, 603, 604 613, 611, 626, 615	2
Intermediate	608, 750, 660, 628, 619, 621, 610, 797	608, 751, 660, 628, 619, 621, 610, 797	3
Advanced	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.

- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.

**N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

### Class Schedule

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

Class	Date	Topic(s) Activities	Readings Due	Assignment(s) Due	CACREP Standard
1	1/22/20	Introductions, Syllabus, Cultural Exploration and Exercises		Begin Blackboard Postings	2.F.2.d
2	1/29/20	Personal Cultural Artifacts Definitions of Race, Culture, and Ethnicity Review Multicultural Social Justice Counseling Competencies (MSJCC)	Sue & Sue Ch. 1-4 Review MSJCC Begin Helms		2.F.2.c
3	2/5/20	Multicultural Counseling Concepts/ Worldviews and Privilege	BB Articles on White Privilege Helms book		2.F.2.e
4	2/12/20	Racism, Discrimination and Oppression	Sue & Sue Ch. 5-10 BB Articles		2.F.2.f
5	2/19/20	Racial, Cultural, and Ethnic Identity Models, Biracial/Multiracial Populations	Sue & Sue Ch. 11, 12, 13 Complete Helms Book	Assignment 1 Due ( <i>Helms/White Privilege Paper</i> )	2.F.2.b; 2.F.2.e
6	2/29/20 (Sat, 10-3)	Refugees/ Immigrant Pops, Gender, LGBTQ, Poverty, Spirituality, Ableism, Ageism	Sue & Sue Ch. 10, 18, 23, 25 BB Articles	Research Paper Abstract Due	2.F.2.g
7	3/4/20	Multicultural Counseling Interventions/ Strategies	BB Articles	Assignment 2 Due ( <i>Critical Incident Paper</i> )	2.F.2.b

8	3/11/20	No Class/Spring Break		Blackboard Posting still due by 3/18	
9	3/18/20	Black/African Americans Group Presentation	Sue & Sue Ch.14		
10	3/25/20	Latinx Group Presentation	Sue & Sue Ch.17		
11	4/1/20	Asian Americans and Pacific Islanders Group Presentation	Sue & Sue Ch.16	Assignment 3 Due ( <i>Cultural Immersion Paper</i> )	
12	4/8/20	No formal class- work on research papers			
13	4/15/20	Arab Americans and Muslim Americans Group Presentation	Sue & Sue Ch. 19		
14	4/22/20	Native Americans/ American Indians/ Alaskan Natives Group Presentation	Sue & Sue Ch. 15		
15	4/29/20	Final Class Review/ Reflection		Assignment 5 Due ( <i>Final Course Reflection Paper</i> )	
Finals Week	5/4/20	No Class Meeting		Assignment 4 Due ( <i>Research Paper</i> ) (KPI)	2.F.2.a; 2.F.2.d

### **Counseling and Development Mission Statement**

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

### **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 <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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



## Assessment Rubric(s)

### *A.2.a.1 – CMHC & SC: Multicultural Research Paper in 660 (40 points)*

Criteria	%	Exceeds Standards 4 A [100-97]; A- [96-94]	Meets Standards 3 B+ [93-91]; B [90-87]	Approaching Standards 2 B- [86-84]; C [83-80]	Below Standards 1 F [79 and below]
<b>1. Introduction to the multicultural counseling topic of choice regarding underrepresented populations and problem statement [KPI A.2.a.1; CACREP 2.F.2.a] (5pts)</b>	15	Topic/problem statement is clearly identified and articulated	Topic/ problem statement is adequately identified	Topic/problem statement not fully/and or inadequately identified	Topic/problem statement not identified/articulator
<b>2. Literature Review/ Critique of the literature pertaining to the underrepresented population of choice [KPI A.2.a.1; CACREP 2.F.2.a] (15 pts)</b>	30	Excellent and comprehensive review and critique of the literature/ theory presented as it relates to chosen topic.	Good/Adequate Literature Review and Critique including discussion on theory and critique of the literature	Inadequate Literature Review and discussion on theory. Unclear presentation, discussion and critique of the literature	Poor Literature Review and Discussion of Theory. Poor presentation and Discussion of the literature
<b>3. Counseling/ Research Implications demonstrate an understanding of multicultural and pluralistic characteristics within and among diverse groups [KPI A.2.a.1; CACREP 2.F.2.a] (10 pts)</b>	20	Excellent discussion of counseling/research implications as it relates to multicultural and pluralistic characteristics	Good/Adequate discussion of counseling/research implications as it Relates to multicultural and pluralistic characteristics	Inadequate/Poor discussion of counseling/research implications as it relates to multicultural and pluralistic characteristics	Poor or No discussion on counseling/research implications for this population as it relates to multicultural and pluralistic characteristics.
<b>4. Reflection on impact of culture [KPI A.2.a.1; CACREP 2.F.2.d] (5 pts)</b>	20	Reflection includes an excellent discussion of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Reflection includes a good discussion of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Reflection includes some discussion of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Reflection includes limited or no discussion of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

<p><b>5. Writing &amp; APA format (5 pts)</b></p>	<p>15</p>	<p>Adheres to APA format (6th ed.) and is clear, understandable, exceptionally well organized, and grammatically correct. No APA errors. Language is appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers.</p>	<p>Adheres to APA format (6th ed.) with only a few errors; is clear, well organized, understandable, and grammatically correct with only a few errors. Language is mostly appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers with only a few errors.</p>	<p>Has errors in APA format (6th ed.), lacks clarity, not well organized, and has grammatical errors. Language is somewhat appropriate for the type of paper. Adheres to some of paper requirements for page limit and headers/sub-headers.</p>	<p>Does not follow APA format, is unclear, is poorly organized, and has many grammatical errors. Language is generally not appropriate for the type of paper. Adheres to few or none of the paper requirements for page limit and headers/sub-headers.</p>
---	-----------	---	---	---	--