

Department of Educational Psychology/Graduate School of Education
Programs in Counseling Psychology and School Counseling

Multicultural Issues (15:297:507)

Fall 2012 Syllabus

Part 1: Course Information

Instructor Information

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Course Description

Race, ethnicity, class, gender, sexual orientation, language and ability are included among the diversity issues that will be examined. It is intended that individuals will develop a (more) flexible frame of reference with an overall goal of developing multicultural competencies that allow for the delivery of culturally responsive interventions. The impact of culture on counseling process and outcome will be explored through class readings and discussions. Multicultural research will be systematically examined and critiqued.

Textbook & Course Materials

Required Text

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

The textbook can be purchased at The Rutgers University Bookstore, 1 Penn Plaza- Ferren Mall, New Brunswick, NJ 08901. www.rutgers.bncollege.com

Required Readings

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Arredondo, P, Toporek, R., Pack Brown, S., Jones. J., Locke, D. C., Sanchez, J., & Stadler, H. (1996). Operationalization of the multicultural

- counseling competencies. *Journal of Multicultural Counseling and Development*, 24, 42-78.
- Sue, D. W., Arredondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Counseling & Development*, 70, 477-486.
- Sue, D. W., Bernier, J. E., Durran, A., Feinberg, L., Pedersen, P., Smith E. J., & Vasquez-Nuttall, E. (1982). Position paper: Cross-cultural counseling competencies. *The Counseling Psychologist*, 10, 45-52.

*Recommended Reading

Thomas, A. J., & Schwarzbaum, S. E. (2011). *Culture & identity: Life stories for counselors and therapists*. Los Angeles, CA: Sage.

*Required readings are available through the **eCollege** Units. All papers are to be written using APA Publication Style and are submitted by email.

Course Requirements

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to **eCollege**

Course Structure

This course is designed to provide a hybrid experience, including both face-to-face and online activities.

Contact time will be divided in the following way:

Approximately 35 % face-to-face and 65 % online

This **is not** self pacing course. It is extremely important that you complete the assignments by the due date.

Online sessions will be a blend of activities using **eCollege** and other Web sites. Activities will consist of threaded discussions, email, and web posting.

Face-to-face sessions will be held in the Scott Hall Room 120 on the Rutgers New Brunswick Campus. Dates are: **9/10, 10/8, 11/12, 12/3, 12/10.**

eCollege Access

This course will be delivered partially online through the course management system **eCollege**.

To access this course on **eCollege** you will need access to the Internet and a supported Web browser (Firefox, Internet Explorer, Safari).

Technical Assistance

People in this course will be using different types of computers and software, and you may experience technical problems from time to time. ***If you are having technology problems***, such as linking to email, accessing RutgersOnline.net, problems with buttons on RutgersOnline.net, problems downloading and viewing documents, password problems, or other tech problems, you **must** first contact the HELP Desk at **1-877-778-8437**. The Help Desk staff is trained to address many different types of technology problems. ***If it turns out that there is a problem that I must correct, The Help Desk staff will contact me.***

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check **eCollege** for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements or through **eCollege** email.

Part 2: Course Objectives

It is intended that the following course objectives will be accomplished:

1. Increased awareness and knowledge of cultural diversity and ethnic minority issues in counseling.
2. Increased racial/ cultural self-awareness and personal-professional multicultural competence.
3. Understanding of the sociopolitical nature of clinical interventions.
4. Increased familiarity with multicultural counseling research and practice.
5. Integration of theoretical models and interventions in the field of multicultural counseling and therapy (MCT).

You will meet the course objectives listed above through a combination of activities which include active participation in both on-line and in-class discussions, and timely completion of course assignments.

Course Assignments

1. Based on discussions, articles, or the news, identify a social issue/problem on a topic relevant to the course. In presenting the issue in class, summarize the event/article and state why you selected this topic as an important social issue in today's society or world. Post your issue on eCollege and **be prepared to briefly discuss these social issues at our in-class meeting scheduled for October 8th.**
2. Complete a comprehensive literature summary review of a specific area in **multicultural/cross cultural research**. The information gathered on the selected topic area will be integrated and summarized consistent with the objectives of the course.

Literature reviews must be written using APA style. Please refer to the APA Publication Manual 6th edition.

- a. Identify a topic area within the multicultural research literature in which to focus your research. Topics may be selected from a broad area that is included in the multicultural literature. You will indicate your topic to me no later than **October 22nd**.
- b. Completed research summaries should be 6-8 pages in length and include a minimum of 10 references). Evaluation of paper will be based on: 1) appropriateness of topic to course, 2)

knowledge and extensiveness of material covered, 3) format requirements (length, APA guidelines), 4) evidence of scholarly research, and 5) completeness of paper.

- c. Present a summary or demonstration of your paper in a 10-15 minute class presentation followed by discussion. As part of your discussion, clearly state how this topic/area advances your knowledge. This is not a paper reading session. If using Powerpoint, summarize the material on the slides. Presentations are scheduled during in-class meetings on 12/3 and 12/10
- d. Research Summaries are due by 12/17 no later than 5pm.

Course evaluations are based on:

Class Assignments and Participation	Percentage	Due Date
Social Issues Discussion-	10%	October 8 th
Research Presentations-	20%	December 3 rd and 10 th
Research Summary-	45%	Dec 17 th
Class Participation (in-class and on-line)	25%	



Part 3: Topic Outline/Schedule

Important Note: Refer to the course calendar for specific meeting dates and times. If you have any questions, please contact me.

COURSE CALENDAR

Date	Topics	Readings	College and Class Activities
9/10	Introduction to Course (in-class meeting)	Chapter 1	Unit 1 Multicultural Counseling Counselor Competence
9/17	Conceptual and Philosophical Framework Journey to Cultural Competence Counseling Competence/ Multicultural Counseling Competence / Minority Group Counselors	Chapters 2-3	Model of Cultural Competence Tripartite Framework Lessons for Dr. Sue Threaded Discussion
9/24	Politics of Counseling Sociopolitical Dimensions Changing US Demographics Socio-political Influences Race, Culture and Diversity Formation of Worldviews	Chapters 4-5	Unit 2 US Demographics: Asians US Demographics: Blacks US Demographics: Hispanics US Demographics: Pacific Islanders US Demographics: Native Americans US Demographics: Whites WS Demographics: Mixed Race-The Power of Illusion Oppression Oppression US Supreme Court and Michigan The Dream Act Arizona Immigration Law Arizona Border with Mexico Proposition 8-California Threaded Discussion
10/1	Barriers Microaggressions/ Microassaults Stereotyped Assumptions Values	Chapter 6-7	Unit 3 Culturally-biased Assumptions Stereo-typed Threat Microaggression Microaggressions in Everyday Life Threaded Discussion

10/8	Cultural Responsiveness Ethnocentrism Communication Styles (in-class meeting)	Chapters 8	Social Issues Discussion Color of Fear 3 In-class Discussion Identifying Research Topics
10/15	Within Group Differences Etic versus Emic Perspectives Evidenced Based Practice	Chapters 9	Unit 4 Families and Culture Family Cultural Genogram Threaded Discussion
10/22	Cultural Traditions: Traditional Healers & Indigenous Healing	Chapter 10	Unit 5 Indigenous Healing Practices Hmong Sharman South African Sangoma Threaded Discussion
10/29	Identity Development Theory Racial Identity Theory	Chapters 11-12	Unit 6 A Girl Like Me (Clark & Clark Doll Studies) Barbie Doll Test Racial Identity Theories Threaded Discussion
11/5	Dimensions of Worldviews Social Justice Counseling	Chapter 13	Unit 7 Social Justice Readings Threaded Discussion
11/12	Traditional & Multicultural Counseling Frameworks (in-class meeting)	Multicultural Counseling and Specific Populations	Unit 8 Multiculturalism as a Generic Approach Operationalizing Cultural Competencies Dimensions of Personal Identity
11/19	Preparing Research Summaries		
11/26	Counseling and Therapy- Racial/Ethnic Minorities/ Culturally Diverse Populations		Counselor Cultural Competencies Spiritual/Religious Competencies Culturally Alert Counseling Threaded Discussion
12/3	Research Presentations (in-class)		In-class presentations
12/10	Research Presentations (in-class)		In-class presentations
12/17	Research Summaries Due		

Part 5: Course Policies

Attend Class

Students are expected to attend all online and face-to-face class sessions as listed on the course calendar. Attendance at face-to-face class meetings and participation in online activities is essential for the success of the hybrid experience therefore **25 percent** of the grade is based on attendance (in-class) and participation (on-line). On-line participation will be monitored by timely and relevant responses to threaded discussions.

Netiquette (Palooff & Pratt, 1999)

1. Check the discussion frequently and respond appropriately and on keep the response relevant to the discussion prompts.
2. Focus on one subject per message and use pertinent, informative, and not-too-long subject titles
3. Capitalize words only to highlight a point or for titles. Capitalizing otherwise is generally viewed as SHOUTING.
4. Be professional and careful with your online interaction
5. Cite all quotes, references, and sources.
6. It is inappropriate to forward someone else's message(s) without their permission.
7. Use humor carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism).

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. Make sure that you are proactive in informing me when difficulties arise during the semester so that we can work together to find a solution.

Complete Assignments

All assignments for this course will be submitted in class unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will lower your grade.

Commit to Integrity

As a student at Rutgers, The State University of New Jersey, you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class. It is important that you become aware of the Rutgers Policy on Academic Integrity and the University Code of Student Conduct.

<http://www.rci.rutgers.edu/~polcomp/judaff/ucsc.shtml>

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the Office of the Dean.

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