

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

Multicultural Issues (15:297:507:01)

3 credits

Fall 2016 Syllabus

Mondays, 4:30-7:30 pm, ED 347

Part 1: Course Information



Instructor: Dr. Tomlinson-Clarke	Email: saundra.tomlinsonclarke@gse.rutgers.edu
Phone: 848-932-0815	10 Seminar Place Room305
Office Hours- by appointment	Prerequisites or other limitations: N/A
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid @ eCollege <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

Course Description

Race, ethnicity, class, gender, sexual orientation, language and ability are included among the multicultural and 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. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). New York: John Wiley.

The textbook (hard copy or electronic) can be purchased at The Rutgers University Bookstore, Gateway Transit Bldg, 100 Somerset St., New Brunswick, NJ 08901. www.rutgers.bncollege.com

Required Readings

- *American Psychological Association. (2010). *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.
- Cole, D., & Zhou, J. (2014). Do diversity experiences help college students become more civically minded? Applying Banks' multicultural education framework. *Innovation in Higher Education, 39*, 109-121.
- Edwards, K., Loftin, J. K., Nance, A. D., Riser, S., & Smith, Y. (2014). Learning to transform: Implications for centering social justice in a student affairs program. *College Student Affairs Journal, 32*, 1-17.
- Molulsky, S. L., Gere, S. H., Saleem, R., & Trantham, S. M. (2014). Teaching social justice in counseling psychology. *The Counseling Psychologist, 42*, 1058-1083.
- Ratts, M. J., & Hutchins, A. M. (2009). ACA Advocacy Competencies: Social justice advocacy at the client/student level. *Journal of Counseling & Development, 87*, 269-275.
- 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.

*Required readings are available through the **eCollege** Units. All papers are to be written using APA Publication Style and are submitted by email. Include "Research Summary" in the subject line.

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 the **eCollege** Course Management System. Activities will consist of threaded discussions, email, and web posting.

Face-to-face sessions will be held in the Scott Hall Room 120. Dates are: **9/12, 10/10, 11/14, 12/5, 12/12**

eCollege Access

This course will be delivered partially online through the **Rutgers Online-Pearson eCollege** course management system

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.

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Part 2: Course Objectives

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

- Increased awareness and knowledge of cultural diversity and ethnic minority issues in counseling.
- Increased racial/ cultural self-awareness and personal-professional multicultural competence.
- Increased awareness of the sociopolitical nature of counseling interventions.
- Increased familiarity with multicultural counseling research and practice.
- 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 a brief summary (100-150 words) of the social issue on eCollege. **Be prepared to briefly discuss these social issues at our in-class meeting scheduled for Monday, October 10th.**
2. Identify a topic area within the multicultural-social justice literature in which to focus your research. Topics may be selected from a broad area. You will indicate your topic to me for approval no later than **October 24th.**
3. Complete a comprehensive literature summary of your topic addressing **multicultural/cross cultural/social justice research** (1,000-1,500 words). The information gathered on the selected topic area will be integrated and summarized consistent with the objectives of the course. You must have a minimum of 6-8 **solid** references that support the discussion of your topic. Please cite the references used in the text using "correct" APA style (6th edition).

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

4. Present a summary or demonstration of your paper in a 10-15 minute class presentation which will include 2 related questions for discussion. As part of your discussion, clearly state how this topic/area advances your current knowledge and understanding of multicultural, diversity and social justice issues. This is not a paper reading session. If using PowerPoint, summarize the material on the slides. Presentations are scheduled during in-class meetings on 12/5 and 12/12.

Research Summaries- (submitted via email and in dropbox) are due by 12/19 no later than 5pm EST.

Course evaluations are based on:

Class Assignments and Participation	Percentage	Due Date
Social Issues Discussion-	15%	October 10 th
Research Presentations-	20%	December 5 th and 12 th
Research Summary-	40%	Dec 19 th
Class Participation (in-class and on-line)	25%	In-class On-line



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.

FALL 2015 COURSE CALENDAR

Date	Topics	Readings	eCollege and Class Activities
9/12	Introduction to Course Competence and Emotions (in-class meeting)	Chapter 1	Unit 1 A Call to the Profession Multicultural Education and Training
9/19	Conceptual and Philosophical Framework Obstacles to Cultural Competence Social Justice	Chapter 2	Model of Cultural Competence Tripartite Framework Lessons from Dr. Sue Threaded Discussion
9/26	Politics of Counseling and Social Justice Emic and Etic Perspectives Sociopolitical Dimensions US Demographic Profile Political Oppression Counseling/Mental Health Social Justice Counseling	Chapters 3-4	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 US Supreme Court and Michigan The Dream Act Arizona Immigration Law Arizona Border with Mexico Proposition 8-California Threaded Discussion
10/3	Barriers Credibility/Worldview Oppression Microaggressions/ Microassaults Stereotyped Assumptions	Chapters 5-6	Unit 3 Culturally-biased Assumptions Stereo-typed Threat Microaggression Microaggressions in Everyday Life Threaded Discussion

10/10	Communication Styles (in-class meeting)	Chapter 8	Unit 4 Social Issues Discussion In-class Discussion Identifying Research Topics
10/17	Barriers Individual & Family Influences Within Group & Between Group Culture - Class	Chapter 7	Families and Culture Family Cultural Genogram Threaded Discussion
10/24	Cultural Traditions: Traditional Healers & Indigenous Healing	Chapter 10	Unit 5 Indigenous Healing Practices Hmong Sharman South African Sangoma Threaded Discussion
10/31	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
11/7	Evidence-Based Practice Culturally Competent Assessment	Chapters 9, 13	Unit 7 Threaded Discussion
11/14	Dimensions of Worldviews Social Justice Framework (in-class meeting)	Posted Readings	Unit 8 Social Justice Advocacy Threaded Discussion
11/21	Traditional & Multicultural Counseling Frameworks Racial/Ethnic Minorities/ Culturally Diverse Populations	Relevant chapters in text	Operationalizing Cultural Competency Dimensions of Personal Identity Counselor Cultural Competencies Threaded Discussion
11/28	Preparing research summaries and presentations		
12/5	Research Presentations Review	In-class presentations	
12/12	Research Presentations (in-class)		
12/19	Research Summaries Due eCollege dropbox & email		

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.

Course policies are subject to change. It is the student's responsibility to check **eCollege** for corrections or updates to the syllabus.