

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

Multicultural Issues (15:297:507)

Summer 2016 Syllabus

Part 1: Course Information



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| Phone: 848-932-0815 | 10 Seminary Place Room 305 |
| 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 <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: Instructor |

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. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). New York, NY: John Wiley.

The textbook (hard copy or electronic) 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. (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.

*Readings will be made available through the **eCollege** Units. All papers **must be** submitted using APA Publication Style.

Course Requirements

- Access to **eCollege**

Course Structure

This **is not a** self-pacing course. It is extremely important that you follow the syllabus, stay current with the readings and 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.

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 (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:

- 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 on-line discussions and the timely completion of course assignments.

Course Assignments

1. Based on discussions, articles, or the news, identify a social issue/problem on a relevant topic. Be prepared to briefly discuss the issue, explaining why you selected this topic as an important social issue in today's society or global community. You will post a brief summary (100-150 words) of the social issue on eCollege (Unit 3- Social Issues). These issues will be discussed in class on Wednesday, June 8th.

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

2. Identify a topic area within the multicultural 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 for approval no later than **Friday, June 10th**.
3. Complete a concise research summary (750-1,000 words) on a specific area in **multicultural/social justice research**. 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 5-7 solid references that support your research summary. Please cite the references used in the text using APA (6th edition) Publication Style. All references listed in the reference section **must** appear in the paper. Please familiarize yourself with the APA

Publication Manual.

Course evaluations are based on:

| Class Assignments and Participation | Percentage | Due Date |
|--|-------------------|-----------------------|
| Social Issues Discussion | 25% | June 8 th |
| Research Topic Submitted | 5% | June 10 th |
| Research Summary | 40% | June 22 nd |
| Active Class Participation | 30% | 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.

COURSE CALENDAR

| Date | Topics | Readings | eCollege and Class Activities |
|-------------------------|--|-----------------|--|
| <i>Week 1</i> June 1 | Dimensions of Multicultural Counseling Obstacles to Cultural Competence Competence and Emotions Multicultural Counseling Social Justice | Chapters 1- 2 | Unit 1 A Call to the Profession Model of Cultural Competence Tripartite Framework Lessons from Dr. Sue Reflection-Threaded Discussion |
| June 2 | Politics and Social Justice 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 US Demographics: Mixed Race-The Power of Illusion Oppression US Supreme Court and Michigan The Dream Act Arizona Immigration Law Arizona Border with Mexico Proposition 8-California Threaded Discussion |
| <i>Week 2</i> June 8 | Oppression- Credibility Worldview Communication Styles | Chapter 5, 8 | Unit 3 Social Issues Paper (Posted on eCollege) Select Research Topic- submit for approval Threaded discussion of topics |
| June 9 | Microaggressions/ Microassaults Stereotyped Assumptions: “Isms” | Chapter 6 | Unit 4 Culturally-biased Assumptions Stereo-typed Threat Microaggression Microaggressions in Everyday Life Threaded Discussion |

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| <p>Week 3 June 15</p> | <p><i>Etic versus Emic</i> Barriers Individual & Family Influences Within Group and Between Group Differences- Values Culture and Class</p> | <p>Chapter 7</p> | <p>Unit 5 Families and Culture Family Cultural Genogram Threaded Discussion</p> |
| | <p>Traditional Healers & Indigenous Healing</p> | <p>Chapter 10</p> | <p>Unit 6 Indigenous Healing Hmong Shaman South African Sangoma Healing Threaded Discussion</p> |
| <p>June 16</p> | <p>Identity Development Theory Racial Identity Theory</p> | <p>Chapters 11- 12</p> | <p>Unit 7 A Girl Like Me (Clark & Clark Doll Studies) Barbie Doll Test Racial Identity Theories Threaded Discussion</p> |
| <p>Week 4 June 22</p> | <p>Evidence-Based Practice Culturally Competent Assessment</p> | <p>Chapters 9, 13</p> | <p>Unit 8 Social Justice Advocacy Threaded Discussion</p> |
| <p>June 23</p> | <p>Traditional & Multicultural Counseling Frameworks –The Working Alliance</p> <p>Counseling and Therapy- Racial/Ethnic Minorities/ Culturally Diverse Populations</p> <p>Research Summaries Due Submit in eCollege Dropbox by 6/26</p> | <p>Chapters 14- 26</p> | <p>Unit 9 Developing Skills Multiculturalism as a Generic Approach Operationalizing Cultural Competencies Dimensions of Personal Identity Threaded Discussion Counselor Cultural Competencies Spiritual/Religious Competencies Culturally Alert Counseling</p> |

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; **30 percent** of the grade is based on 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 on-line or via email- Details will be provided prior to due date. 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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