

George Mason University
College of Education and Human Development
Counseling Program

EDCD 660.001 – Multicultural Counseling
3 Credits, Fall 2022
Wednesdays, 4:30 PM – 7:10 PM
Fairfax campus - Krug Hall Room 107

Faculty

Name: [REDACTED], NCC, LPC-DC, LCPC-MD, VA
Office Hours: By Appointment (email to schedule)
Office Location: Krug Hall Suite, 202 (Counseling Office)
Office Phone: [REDACTED] (Counseling Office)
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Prerequisites/Corequisites

Admission to the Counseling 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 will be delivered using a lecture format.

Course 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 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 2.F.2.a).
3. To gain an awareness and understanding of power and privilege.
4. To gain an awareness and understanding of theories and models of multicultural counseling and cultural identity development. (CACREP 2.F.2.b).
5. To gain an awareness of help seeking behaviors of culturally diverse clients (CACREP 2.F.2.f).
6. To encourage the elimination of biases, prejudices and discriminatory behavior with culturally diverse clients, community and society (CACREP 2.F.2.h).

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

Professional Standards

Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016

| CACREP Standard | Course Objective Coverage | Course Activities |
|---|---|--|
| multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP 2.F.2.a) | This Standard is part of Course Objective #2, which is addressed in Classes 6, 9, 10, 11, 12, and 13 on “Refugees/Immigrant Pops, Gender, LGBTQ, Poverty, Spirituality, Ableism, Ageism” and Group Presentations. | Assigned readings that discuss this Standard include: Talleyrand & Thanh-Giang Vojtech (2017), Sowards (2016), Rosenkrantz et al. (2019) Additionally, this Standard is measured as part of the Cultural Autobiography Paper Key Assignment, which assesses KPI A.2.a.1 |
| theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP 2.F.2.b) | This Standard is part of Course Objective #4, which is addressed in Class 5 on “Racial, Cultural and Ethnic Identity Models/Multiracial Populations” | Assigned readings that discuss this Standard include: Chapters 11 & 12 in <i>Counseling the culturally diverse: Theory and practice</i> , Helms (2020) & Reid Marks et al. (2020) |
| multicultural counseling competencies (CACREP 2.F.2.c) | This Standard is part of Course Objective #7, which is addressed in Classes 7, 9, 10, 11, 12, and 13 on “Multicultural Counseling Interventions/Strategies” and Group Presentations. | Assigned readings that discuss this Standard include: Chapters 15 & 17 in <i>Counseling the culturally diverse: Theory and practice</i> |
| the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (CACREP 2.F.2.d) | This Standard is part of Course Objective #1, which is addressed in Classes 1 and 6 on “Overview of Class/Race & Ethnicity” and “Refugees/Immigrant Pops, Gender, LGBTQ, Poverty, Spirituality, Ableism, Ageism” | Assigned readings that discuss this Standard include: Helms (2020). Additionally, this Standard is measured as part of the Cultural Autobiography Paper Key Assignment, which assesses KPI A.2.a.1 |
| help-seeking behaviors of diverse clients (CACREP 2.F.2.f) | This Standard is part of Course Objective #5, which is addressed in Class 7 on “Multicultural Counseling Interventions/Strategies” | Assigned readings that discuss this Standard include: Chapter 13 in <i>Counseling the culturally diverse: Theory and practice</i> , & Terepka & Hatfield (2020) |
| the impact of spiritual beliefs on clients’ and counselors’ worldviews (CACREP 2.F.2.g) | This Standard is part of Course Objective #1, which is addressed in Classes 1 and 6 on “Overview of Class/Race & Ethnicity” and “Refugees/Immigrant Pops, Gender, LGBTQ, Poverty, Spirituality, Ableism, Ageism” | Assigned readings that discuss this Standard include: Helms (2020), Liu et al. (2007), Rosenkrantz et al., (2019) & Seward, (2016) |

Additional professional standards addressed in this course:

- This course fulfills the Virginia Board of Counseling Licensed Professional Counselor (LPC) coursework requirement (18VAC115-20-51) for “Multicultural counseling, theories and techniques”
- This course addresses the following Virginia Department of Education (VDOE) School Counselor Prek-12 Competency Topic requirements: 8VAC20-543-610.3
- This course addresses the following Virginia Department of Education (VDOE) Professional Studies requirements for Prek-12 Endorsements: 8VAC20-543-140.1.a, 1.b

Required Texts

1. Helms, J. E. (2020). *A Race is a Nice Thing to Have (3rd ed.)*. San Diego: Cognella.
2. Additional articles/chapters available online (see Blackboard Class Folders in Course Content)

Additional Readings (in Bb Class Folders as noted in #2 below)

Chan et al. (2017). Privilege and Oppression in Counselor Education: An Intersectionality Framework

Frederick J., Bego, O. J., Briscoe, E., Dionna, P., Eli, J., Haley, E., Mckenizie, J., Simpson, K. (2021). *Copeology: Exploring coping techniques*. Available on Amazon.

Gallardo, M. E., Neville, H. A., & Derald Wing, S. (Eds.). (2016). *The myth of racial color blindness: Manifestations, dynamics, and impact*. American Psychological Association. <https://doi.org/10.1037/14754-000>

Liu, W. M., Pickett Jr., T., & Ivey, A. E. (2007). White middle-class privilege: Social class bias and implications for training and practice. *Journal of Multicultural Counseling and Development*, 35(4), 194–206. <https://doi.org/10.1002/j.2161-1912.2007.tb00060.x>

Ratts (2017). Charting the Center and the Margins: Addressing Identity, Marginalization, and Privilege in Counseling, *Journal of Mental Health Counseling*, 39, 2, 87-103.

Reid Marks, T., Thurston, I. B., Kamody, R. C., & Schaeffer-Smith, M. (2020). The role of multiracial identity integration in the relation between racial discrimination and depression in multiracial young adults. *Professional Psychology, Research and Practice*, 51(4), 317–324. <https://doi.org/10.1037/pro0000315>

Rosenkrantz, D. E., Rostosky, S. S., Toland, M. D., & Dueber, D. M. (2019). Cognitive affective and religious values associated with parental acceptance of an LGBT child. *Psychology of Sexual Orientation and Gender Diversity*. <http://dx.doi.org/10.1037/sgd0000355>

Seward, S. (2016). Towards an understanding of Muslim American adolescent high school experiences. *International Journal for the Advancement of Counselling*, 38(1), 1–11. <https://doi.org/10.1007/s10447-015-9252-5>

Sue, D.W & Sue, D (2016). *Counseling the culturally diverse: Theory and practice (7th ed.)*. Hoboken: John Wiley & Sons, Inc. Chapters 1-3, 6, 10-13, 18, 23-26

Talleyrand, R & Thanh-Giang Vojtech, J. (2017) Potential Stressors of Undocumented Youth: Implications for School Counselors. *Professional School Counseling*, 22,1, 1-8.

Terepka, A., & Hatfield, D. R. (2020). Effects of Assessing Religious Beliefs in Initial Sessions on Aspects of the Therapeutic Alliance. *Spirituality in Clinical Practice*. <http://dx.doi.org/10.1037/scp0000213>

- Wang, S. C., Hubbard, R. R., & Dorazio, C. (2019). Overcoming Racial Battle Fatigue Through Dialogue: Voices of Three Counseling Psychologist Trainees. *Training and Education in Professional Psychology*. <http://dx.doi.org/10.1037/tep0000283>
- Williams, J, Bryan, J., Morrison, S, & Scott, T. (2017). Protective Factors and Processes Contributing to the Academic Success of Students Living in Poverty: Implications for Counselors. *Journal of Multicultural Counseling and Development*,45, 183-200.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

- **Assignments and/or Examinations**

Details of course assignments/requirements will be posted on Bb and reviewed on the first day of class.

1. Assignment # 1: Helms/White Privilege Paper (2-3pages) (10 pts) (CACREP 2F.2.e)

Provide your reactions (cognitive, emotional and behavioral) to the Helms book and White privilege readings/class discussions/videos. Did you experience any increased awareness, resistance and/or encouragement to/from the readings? If yes, how so? **Due 9/14/22**

2. Assignment #2: Cultural Autobiography (5 pages maximum) (30 pts) (Key Assignment: KPI A.2.a.1; CACREP 2.F.2a & 2.F.2.d) Due 10/12/22.

The primary objective of this writing assignment is to challenge you to reflect on events and life experiences that have shaped your cultural being. A cultural autobiography is a reflective, self-analytic portrayal of your past and present. The objectives of this project are increasing cultural self-awareness including identity development, cultural conditioning and humility, promoting cultural social justice, advocacy, conflict resolution and other culturally supported behaviors that promote optimal wellness, and growth of the human spirit, mind, or body. **THIS PAPER SHOULD BE 5 pages maximum (please follow content listed below and paper rubric provided at the end of this syllabus).**

1. First, explore your life experiences that you consider of significance in shaping your worldview, cultural heritage, and cultural identity. In this exploration you should include critical incidents from your life pertaining to your multicultural experiences. 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 culturally-related. The goal is to pick significant cultural events that somehow impacted or influenced you in a powerful way (**See Assignment Rubric #1**).

2. Analyze how these experiences have shaped your culture – standards of thinking, valuing, behaving, and evaluating – and interpret the cultural meanings of these experiences to you (cultural socialization/conditioning process). Specifically, how has your cultural identity (ies) been influenced by your experiences of discrimination, power, and privilege? Include specific life experiences that you have identified above (**See Assignment Rubric #2**).

3. Discuss the impact of your culture on current functioning, behaviors, attitudes, and values, as well as the impact of your culture on your role as a counselor (**See Assignment Rubric #3**)

4. Summarize and reflect on the process of writing the cultural autobiography (**See Assignment Rubric #4**). Discuss how this process has helped you discover yourself as a multicultural being (personal meaning). The cultural autobiography must be written using APA Publication Manual format. As students are preparing for careers as professional counselors, papers must be grammatically correct and reflective of this level of education. **Your paper should be written in**

1st person. *Be prepared to discuss your cultural autobiography in your diversity dialogue group and in our class discussions*

3. Assignment #3: (Cultural Immersion Activity) (3-4 pages) (10 pts) Due 11/9/22

Each student will engage in a cultural immersion activity to explore a culture different from their own and therefore, getting away from familiar cultural element. This experience should be focused on a cultural topic/issue distinctly different from the student's cultural values, norms, and personal experiences and should include student involvement. For example, if you visit a church, do not slip in after it has started, sit in the back pew, speak to no one and then leave quickly. You should communicate with someone there. If you are unable to engage in a face to face activity due to our current pandemic, students can watch a documentary (**at least one-hour documentary approved by instructor**) focused on similar content. Students will provide a reaction paper after engaging in this cultural immersion experience including rationale for immersion experience, expectations going into immersion experience, and reactions after immersion experience including any resistance and increased awareness, and personal/professional impact.

4. Assignment # 4 Examining Racial and Ethnic Populations/Intersecting Cultural Identities-Group Presentations (20 points) See syllabus for presentation due date

You will be divided up into groups to present on a particular racial and ethnic group and within group intersecting identities. Your presentation (no longer than 50 minutes) should include all of the information present on the assignment rubric (**see Bb Course Content for rubric**) followed by a 10-minute role-play (based on a case scenario developed by group members and enacted by group members) utilizing effective evidence-based interventions with this population. 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, being a POC and a woman, ageism, ableism, etc. as well as within group concerns [e.g. colorism, class]) within your particular group. Each group member should also include a brief video (no more than 1 min) including your personal reactions (emotional and cognitive) to what you learned about your group(s). **Final presentation materials will be shared with Dr. Frederick and class members on 11/30/22.**

5. Assignment #5 (Final Course Reflection Paper) (10 pts) Due 12/7/22

Students will maintain a personal journal (with dated entries) reflecting on their class experiences throughout the semester. This assignment will permit students to include a summary of dated journal class reactions/reflections/entries as well as reflect on overall personal/professional experiences areas gained from class. What were some of your emotional and cognitive reactions throughout your time in the class? What did you learn about multicultural counseling? What did you learn about yourself and others? What are some strengths and/or growth areas you may have in developing strong/effective culturally competent competencies? **Your final reflection can be between 3-5 pages.**

- **Other Requirements**

COVID Concerns:

If you are experiencing additional course concerns due to COVID please reach out to me via email at your earliest convenience. I will also review a COVID Syllabus addendum on the first night of class that will be emailed to you and posted in our Bb course.

- **Grading**

| <u>Course Requirements/Assignments</u> | <u>Points/%</u> | <u>Assignment Due Dates</u> |
|---|-------------------|-----------------------------|
| Class Participation/Attendance | 10 (10%) | Every class period |
| Bb Diversity Dialogue Group postings | 10 (10%) | See class schedule |
| Assignment 1: (Helms/White Privilege) | 10 (10%) | 9/14/22 |
| Assignment 2: (Cultural Autobiography) | 30 (10%) | 10/12/22 |
| Assignment 3: (Cultural Immersion Activity) | 10 (10%) | 11/9/22 |
| Assignment 4: (Group Presentations) | 20 (20%) | See Class Schedule |
| Assignment 5: (Journal entries/ Final Class Reaction) | <u>10 (10%)</u> | 12/7/22 |
| Total Class Points | 100 (100%) | |

All paper assignments must be written using current APA publication format and uploaded to Blackboard. The Cultural Autobiography (Key Assignment #2) will be uploaded to Bb and VIA. VIA link will be located under Assessments in Bb.

Course Grading Details

Class Attendance and Participation (10 pts):

Students are expected to attend each class session and have completed all class readings prior to attending class and **attending the first day of class is MANDATORY**. Classroom participation is a vital part of this course. Students will contribute to class discussions and engage in all the activities to foster a comprehensive awareness and understanding of the multicultural social justice counseling competencies therefore attendance at all class sessions is critical. Please consider that absences will not only affect individual student learning, but will negatively impact other class-members as well. **Students who miss more than (1) unexcused class 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.** 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. **All student course concerns can be addressed via email or by a scheduled virtual appointment with Dr. Frederick. Please allow 24-48 hours for email responses on weekdays (weekends not included).**

Diversity Dialogue Online Group Postings (10 total points/10% of final grade)

Online Bb diversity dialogue groups will be composed of 4-5 students and will provide a place to process and discuss your understandings and thoughts about material covered in lectures, presentations, and readings as well as cultural differences within your group. Hopefully this will be a safe place where individuals can confront their own biases and begin to understand more fully the lived experience of others. Topics will be generated by the instructor and at times the group and will be directly related to class material as stated above. **Confidentiality is expected in all group conversations and all posts are due by the start of the class (see schedule for posting dates).**

Grading Policies

Grading will be based primarily upon the significance, thoroughness, accuracy, relatedness, genuine reflection, 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 considered when they detract from the presentation or understanding of the personal and/or 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 by more than 2 pages. Late assignments will receive point deductions unless 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 [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 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 Assessment are completed by instructors in all courses except electives and field experience courses (Practicum: 750/751; Internship 1: 792/793; and Internship 2: 794/795). In electives and field experience courses, instructors or supervisors may choose to complete a Professional Disposition Assessment should the need arise. In field experience classes, University and Site Supervisors will assess students on a Student Evaluation that is specific to P&I.

A developmental approach to PD Assessment is used, understanding that students are developing in their awareness, skills, and abilities throughout the course of the Counseling Program. In general, students in "basic or pre-practicum level" courses may demonstrate the disposition sometimes or inconsistently. Students in "intermediate or practicum level" courses should demonstrate the disposition more often or frequently. The courses are assigned to levels as follows:

| <i>Course Level</i> | <i>Courses</i> |
|---------------------------------|--|
| Basic (Pre-Practicum) | <i>Core:</i> 602, 601, 525, 603, 609, 606, 604, 656 <i>CMHC:</i> 654, 652, 658 <i>SC:</i> 613, 611, 626 |
| Intermediate (Practicum) | <i>Core:</i> 608, 660, 628, 619, 610, 797 |

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

| <u>Class Date</u> | <u>Topic</u> | <u>Readings/Assignments due date</u> | <u>Course Obj. #</u> |
|-----------------------------------|---|--|----------------------|
| <u>8/24/22</u> <u>Class 1</u> | Introduction and Overview of Class/ Race and Cultural Identity Exploration Exercises | Begin reading Helms (2020) book | #1 |
| <u>8/31/22</u> <u>Class 2</u> | Sharing Personal Cultural Artifacts; Definitions of Race, Culture, Ethnicity; Review Multicultural Social Justice Counseling Competencies (MSJCC) | <u>Bb Class Folder #1</u> | #7 |
| <u>9/7/22</u> <u>Class 3</u> | Multicultural Counseling Concepts/Worldviews and Privilege Racism, Discrimination and Oppression | <u>Bb Class Folder #2</u> First Bb Diversity Dialogues Due | #3, #6 |
| <u>9/14/22</u> <u>Class 4</u> | Cultural Identity/Theoretical Models | <u>Bb Class Folder #3</u> Finish Helms Book <u>Assignment #1 due</u> Bb Diversity Dialogues | #4 |
| <u>9/21/22</u> <u>Class 5</u> | Refugees/Immigrant Pops, Gender, LGBTQ, Poverty, Spirituality, Ableism, Ageism etc. | <u>Bb Class Folder #4</u> Bb Diversity Dialogues | #1, #2, #6 |
| <u>9/28/22</u> <u>Class 6</u> | Refugees/Immigrant Pops, Gender, LGBTQ, Poverty, Spirituality, Ableism, Ageism etc. | <u>Bb Class Folder #5</u> Bb Diversity Dialogues | #1, #2, #6 |
| <u>10/5/22</u> <u>Class 7</u> | Multicultural Counseling Interventions/Strategies/Case Scenarios | <u>Bb Class Folder #6</u> Bb Diversity Dialogues | #5, #7 |
| <u>10/12/21</u> <u>Class 8</u> | Students prep for upcoming Group Presentations (No formal class meeting) | <u>Bb Class Folder #7</u> <u>Bb Diversity Dialogues</u> <u>Assignment #2 due</u> | |

| | | | |
|-----------------------------|--|---|--------|
| 10/19/22 <u>Class 9</u> | Latinx Populations Group Presentation | <u>Bb Class Folder #7</u> <u>Bb Diversity Dialogues</u> | |
| 10/26/22 <u>Class 10</u> | Asian Americans/Pacific Islanders Populations Group Presentation | <u>Bb Class Folder #7</u> <u>Bb Diversity Dialogues</u> | #2, #7 |
| 11/2/22 <u>Class 11</u> | Arab Americans & Muslim Americans Populations Group Presentation | <u>Bb Class Folder #7</u> <u>Bb Diversity Dialogues</u> | #2, #7 |
| 11/9/22 <u>Class 12</u> | Black & African American Populations Group Presentation | <u>Bb Class Folder #7</u> <u>Bb Diversity Dialogues</u> <u>Assignment #3 due</u> | #2, #7 |
| 11/16/22 <u>Class 13</u> | Native Americans/ American Indians/Alaska Natives Populations Group Presentation | <u>Bb Class Folder #7</u> <u>Bb Diversity Dialogues</u> | #2, #7 |
| 11/23/22 <u>Class 14</u> | Thanksgiving Recess NO CLASS | | |
| 11/30/22 <u>Class 15</u> | Final Class Review/Reflections (Virtual Class) | Final Bb Diversity Dialogue posts; Final Group Presentation Materials (Assignment #4) | |
| 12/7/22 | NO CLASS | Assignment #5 Class reflection | |

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

Counseling Program 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

- 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.

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

Assessment Rubric(s)

Cultural Autobiography 660 (30 points) (Key Assignment: KPI A.2.a.1; CACREP 2.F.2a & 2.F.2.d)

| Criteria | % | Exceeds Standards 4 | Meets Standards 3 | Approaching Standards 2 | Below Standards 1 |
|---|----------|--|--|---|---|
| 1. Introduction of events, life experiences, and critical incidents that have shaped your cultural being. [KPI A.2.a.1; CACREP 2.F.2.a] (6pts) | 20 | Introduction is clearly identified and articulated in a comprehensive fashion (at least 3 - 4 significant events are provided and discussed). | Introduction is adequately identified and/or articulated (2 significant events are provided and discussed) | Introduction is not fully/and or inadequately identified or Articulated (less than 2 events identified/discussed) | Introduction is not identified/and/ or articulated (no significant events identified and provided and/or discussed) |
| 2. Review of the cultural identity theories/ literature/models pertaining to personal cultural autobiography [KPI A.2.a.1; CACREP 2.F.2.a] (6 pts) | 20 | Excellent and comprehensive review and integration of how identity models/ theories relate to personal cultural autobiography | Good/Adequate review of the cultural identity literature/ theory/models as it relates to personal cultural autobiography | Inadequate review of the cultural identity literature/ theory/models as it relates to personal cultural autobiography (review is lacking in details) | No review of cultural identity literature/ theory/models as it relates to personal cultural autobiography |
| 3. Counseling Implications provided demonstrate an understanding of multicultural and pluralistic characteristics within and among diverse groups [KPI A.2.a.1; CACREP 2.F.2.a] (9 pts) | 30 | Excellent discussion of counseling implications as it relates to multicultural and pluralistic characteristics | Good/Adequate discussion of counseling implications as it relates to multicultural and pluralistic characteristics | Inadequate/Poor discussion of counseling implications as it relates to multicultural and pluralistic characteristics | No discussion on counseling implications as it relates to multicultural and pluralistic characteristics. |
| 4. Personal and Professional Reflection on impact of culture [KPI A.2.a.1; CACREP 2.F.2.d] (6 pts) | 20 | Reflection includes an excellent discussion of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on a counselor's views of others including excellent self-reflection/assessment | Reflection includes a good discussion of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on a counselor's views of others and good self-reflection/assessment. | Reflection includes some discussion of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on a counselor's views of others and partial self-reflection/assessment. | Reflection includes limited or no discussion of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on counselor's views of others and no self-reflection/assessment. |

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| <p>5. Writing & APA format (3 pts)</p> | <p>10</p> | <p>Adheres to current APA format 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 current APA format 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 current APA format, 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 current 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> |
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