

Department of Graduate Psychology  
James Madison University

**PSYC 749 Multicultural Perspectives & Intervention**

**Instructor:**

**Email:**

**Office hours:**

- I. **Course Description** – Offers a cognitive and experiential study of sociological and psychological variables, such as race, gender and socioeconomic status, that influence the professional helping relationship. Culturally relevant models of counseling theory and practice are presented.

II. **Required Texts**

Sue, D & Sue D, (2019). *Counseling the culturally diverse: Theory and practice*, (8<sup>th</sup> Ed.). Wiley.

III. **Course Format – Online/Hybrid Class Structure-** Every class session will be structured in a similar manner and will include a combination of experiential learning, lecture/videos, discussion, and reading.

- **Class Participation and Student Conduct:** Each student is expected to attend **ALL** class meetings. If you feel that there are circumstances that will inhibit your ability to be fully present for this class, please let me know as soon as the situation arises, so that I can coordinate with you taking the course at a time when you can be successful.
- **Course Delivery and Faculty Expectations:** Counseling Programs faculty expect that students will demonstrate professional and appropriate behavior in the classroom. This includes arriving to class on time, participating in class discussions and completing assignments in a timely manner. Best practices suggest that online learners should designate a spot within their home or office that mimics the experience of being present in class. Kitchen tables, desks, or designated table/chair configurations are seen as professional and then also invite you into a professional interaction within the course. Also consider the sounds within your environment. If you have any environmental sounds, be sure to place yourself on mute. And if you have anyone else in the house or office who could inadvertently hear anything, headphones are best practices and necessary for HIPAA.

• **Expectations and Guidelines for Online Learning for JMU Counseling Programs**

Online learning will take place in either Canvas or WebEx. Make sure you:

- Understand how to use the JMU Canvas system: <https://canvas.jmu.edu/>

- Maintain proper access to reliable, high-speed internet so that you can watch videos and see course content, as well as submit assignments such as online quizzes and discussion question responses. If you do not have access to reliable, high-speed internet at home, you are able to use the resources on the JMU campus to access the course and complete required assignments
- **Technology Requirement:** It is expected that you have proper access to reliable, high-speed internet so that you can watch videos and see course content, as well as submit assignments such as online quizzes and discussion question responses.
- **Intellectual Property:** Course materials prepared by the instructor, including the content of all lectures, are the property of the instructor. This material may not be reproduced, displayed, sold, modified or distributed without the express prior written permission of the copyright holder. Students may not participate in the distribution, sharing, or accessing of course material via the Internet or other means (including but not limited to assignments, exams, recordings and notes of the lectures, or other instructor-provided materials) without the written permission of the instructor, except between students who are both currently enrolled in this specific course.

**IV. Assignments** -The course is designed to be *student-centered* which means active participation is critical. It is expected that all students will come to class prepared. This also means completing all assigned readings before coming to class.

**Expectations for Class Participation:** As your instructor I expect “Excellent Participation” as defined below. Poor participation will not be tolerated and students will be dismissed for the remainder of the class. **Note: Activity on CANVAS and the supplemental learning systems will be monitored by the teacher of record. If participation is not evidenced in these systems, the student will be deducted participation points resulting in a lower course grade.**

<b>Excellent Participation</b>	<b>Average Participation</b>	<b>Poor Participation</b>
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Contributions in the class that indicate one has read and is up to date in counseling theories/ skills, leads discussion, offers pertinent and succinct information without dominating the conversation, invites others in the class to participate in the discussion, and is open to sharing how one is affected by his/her profession.	Reacts to the contributions of others, responds when called upon by the instructor or peers, shows that one is following the class discussions yet does not contribute often and does not lead conversations.	Absent and/or disregard and disrespect for peers and the instructor. This also includes non-verbal relational aggression (e.g., eye rolling).
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**Display of Professionalism:** Your identity as a School Psychologist, School Counselor, Clinical Psychologist, and Clinical Mental Health Counselor, carries with it a great deal of responsibility. Whether you are helpful, ineffective, or even harmful pertains primarily to issues of competence and professionalism. It is assumed that a student's behavior in class is generally an indicator of their future behavior as a helping professional. Thus, students are appraised based on professionalism displayed during within class. Students display professionalism, and build competence by arriving on time for class, by engaging fully in class lectures and activities, and by demonstrating professional attitudes, and professional character. These factors are evaluated based on one's ability to convey warmth, genuineness, respect, and empathy in interactions with classmates, and the instructor. Students need to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately.

## VI. Course Requirements

1. Given the amount of learning involved in class, your **participation is critical** to successful completion of the course;
2. Actively participate in weekly discussions, activities, and course assignments;
3. Act and present yourself in a professional manner;
4. Complete all indicated readings and written assignments;
5. Actively and openly communicate so that we can make this course a learning experience for all of us.

### Assignments/Projects:

Course Assignment	Due Date	Points Available
Cultural Genogram	2/15	100
Group Presentation	On-going	100
Semi-Structured Interview and Report	4/12	150
Reflective Journals	On-going	110
Journal Summary	5/11	50
<b>Total</b>		<b>510</b>

1. **Cultural Genogram (100pts):** Students will create a genogram that identifies the racial,

ethnic, and cultural characteristics of the family as well as possible changes to the worldview of the family over three generations. The focus on this assignment is exploring familial cultural messages. *Following a training on genograms, students are asked to develop a three-generation genogram and reflection of their family with a focus on messaging related to diversity and culture.*

- Please sketch out a genogram on one piece of paper that reflects your family.
- Please prepare an APA 7<sup>th</sup> ed formatted (title page, references page, 12pt Times New Roman font) reflection of your genogram that includes: 1) analysis of your family history and description of your own cultural heritage; 2) identify the values, beliefs, philosophies that you share with your family. How did you acquire these beliefs? 3) describe the effects of your cultural upbringing on your worldview; 4) consider how your worldview will influence your work as a counselor; 5) how do you anticipate addressing cultural differences between you and your clients? 6) what are your strengths in working with diverse clients?

1) Please include two references in this reflection.

**2. Group Presentation:** (100pts) – Students divide into groups of 2 for a group presentation. For this assignment, students will examine the scholarly literature related to counseling in the community and in the schools (as appropriate) regarding the diverse population assigned. Student groups must include the following criteria in the presentation. In a PowerPoint (or other) format, please include the following information:

- Include a history of the specific population (keep this specific to the United States from 1922-2022);
  - Share a brief bio of a hero that our history books did not include who represents the population;
  - Be sure to address intersections of gender, race, sexual orientation, disability, class, etc. when appropriate.
- Share an interview that you have conducted of an individual that identifies as this diverse perspective or is knowledgeable of the assigned population. Be sure the interview includes:
  - Personal background information;
  - Any experiences with discrimination (if appropriate);
  - Suggestions for individuals in helping professions regarding their population;
  - Please add other questions of your choice.
- A summary of the textbook chapter and scholarly literature on working with this population in a clinical and/or school setting.
- Develop two open-ended questions that allow for discussion in the class.
- Develop a case scenario of a client representing the diverse perspectives for the class to discuss.

**3. Semi-Structured Interview and Report:** (100 pts for the video demonstration and 50 pts for the written documentation) – Students will identify a person who will agree to participate in a taped role play of a mock intake assessment. Whether collecting information before an assessment or counseling appointment, helping professionals

frequently ask some baseline information to obtain a conceptualization of the client. In this assignment, you are asked to generate multiculturally appropriate questions that address all of the components of the 749 Intake Form (see CANVAS).

- Using your generated questions, please interview your participant and tape the interview using Zoom or another method for recording. Upload the document to CANVAS. Also, please write a summary of the interview (use the document as your template) for review.

4. **Reflective Journals:** (11 pts weekly; 110 total) – Students are asked to write and submit reflective journal entries each week. In these reflections, please process your personal reactions, thoughts, feelings, and insights regarding issues discussed in class, assignments, and readings. Students can receive a maximum of 10 points for each completed journal entry, based on the quality and depth of the reflections. ***Late journals will not be accepted.*** All journal reflections will remain confidential, although some content expressed in the journals may anonymously be included into class discussion.
5. **Summary Journal:** (50 pts.) – At the end of the semester, Students will write a summary (2 to 3 pages, double spaced) of their reflections throughout the semester. These reflections should include a focus on any changes in understanding themselves (e.g., identity and worldview) and others. The reflection should conclude with a self-appraisal of the student’s strengths and limitations in counseling people representing diverse populations.

**Rubric and Grading Scale:** All assignments must be completed to earn a final grade. Grades will be based upon total point accumulation in the course:

### Grading Scale

A = 100-94%	C+ = 79-75%
A- = 93-90%	C = 74-70%
B+ = 89-87%	D = 69-60%
B = 86-84%	F = 59 - 0%
B- = 83-80%	

***All late assignments will receive a 5% grade reduction per day.***

**VII. Grading** -The grade you receive for each assignment, and for the course, is the grade you earn. In order to pass this course, all assignments must be completed in alignment with the guidelines below. If you have questions about grading, you must see the course instructor as your questions arise; not after you have handed in your work or earned your grade. **All assignments are due prior to the beginning of each class period via Canvas.**

### Written Work

**All written work must be typed and follow APA format.** Every document you submit needs to include a title page. Graduate level work needs to be typed double-spaced on one side of a page. **Assignments that do not follow this established criterion will be given back to the student to do again.**

Writing style should be formal, without use of contractions, slang, or abbreviations. The guide for the style is the *Publication Manual of the American Psychological Association, (6th ed.)*. You may visit <http://www.apastyle.org/> for more information. Be sure to carefully proof read all work before submitting it for evaluation. Students are expected to display good writing skills in all written work. You will be given a grading rubric for each assignment at least two weeks before the deadline.

### **Late Assignments**

Assignments will be penalized ten (10) points for each late day. Assignments will not be accepted after five (5) days and will average as a “zero.” Students can view assignment due dates in the syllabus itinerary, as well as the course web site.

## **University and Departmental Policies**

**Counseling Programs Academic Policies:** Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

**Academic Integrity:** It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU academic honor code, you can read it at: <http://www.jmu.edu/honor/code.shtml#TheHonorCode>. You are expected to understand the boundaries of plagiarism and to adhere to a policy of academic honesty.

**Adding/Dropping Classes:** Students are responsible for registering for classes and for verifying their class schedules on e-campus. Students must drop classes before the schedule “add/drop deadline.” Students may not register to take this class after the add deadline, per JMU policy. No exceptions will be made to these deadlines. For more details and information on block courses, refer to the Registrar's Web site at [www.jmu.edu/registrar/](http://www.jmu.edu/registrar/).

**Attendance:** If you need to miss class, it is your responsibility to talk with me about supplemental assignments that can be completed to make up for the absence. If you need to miss class, you are responsible for obtaining any material distributed during the class.

**Disability Accommodations:** We believe that cultural diversity also includes differences based on physical abilities. Therefore, we believe that reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated

office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107; you may call 540-568-6705 for more information.

**Religious Accommodations:** Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, reasonable and appropriate accommodations will be provided to students requesting them on grounds of religious observation. Students should notify me by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity. Contact the Office of Equal Opportunity (<http://www.jmu.edu/oeo/>) at (540) 568-6991 if you have additional questions.

### **Confidentiality and Title IX**

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, [sirockam@jmu.edu](mailto:sirockam@jmu.edu), 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>

**Inclement weather:** Inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you may call the JMU Weather Line at 540.433.5300. You may also listen to the JMU radio station at 1610 AM or other local radio and television stations which inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://jmu.edu/JMUpolicy/1309.shtml>

<b>Course Schedule</b>	<b>Topics</b>	<b>Readings/Assignments</b>
1/18 Class 1	Course Overview Obstacles to Cultural Competence	<b>Bring 5 Items That Represent You</b> Sue & Sue Ch: 1 Hemmings (2018)
1/25 Class 2	Understanding Differences Social Justice <i>The Color of Fear</i>	Sue & Sue Ch: 2 & 3 Ortiz (1999) Staples <b>Reflective Journal Due</b>
2/1 Class 3	Identity/Worldview Systematic Oppression Effective Group Leaders <i>GENOGRAM TRAINING</i>	Sue & Sue Ch: 4 & 5 Balkin (2009) Schlosser (2003) <b>Reflective Journal Due</b>
2/8	Assessment Day	No Class
2/15 Class 4	Multicultural Competency & Assessment Barriers to Treatment	Sue & Sue Ch: 6 & 7 Nadal (2014) Evans et al (2021) <b>Cultural Genogram &amp; Reflection Due</b>
2/22 Class 5	Racial Identity Development White Americans	Sue & Sue Ch: 11 & 12 Brandberry (1999) McIntosh (1990) <b>Reflective Journal Due Group Presentation.</b>
3/1 Class 6	Communication Styles <b>African/ Black Americans</b>	Sue & Sue Ch: 8 & 14 Smith (2007) Browne (2018) <b>Reflective Journal Due Group Presentation</b>
3/8 Class 7	Evidence-Based Practice <b>Asian Americans/ Pacific Islanders</b>	Sue & Sue Ch: 9 & 16 Zhou (2009) Litam (2020) <b>Reflective Journal Due Group Presentation</b>
3/22 Class 8	Non-Western Indigenous Methods of Healing <b>Counseling Indigenous Populations</b>	Sue & Sue Ch: 10 & 15 Day-Vines (2007) <b>Reflective Journal Due Group Presentation</b>
3/29 Class 9	Culturally Competent Assessment <b>Latinx Americans</b>	Sue & Sue Ch: 13 & 17 Altarriba (1998) <b>Reflective Journal Due Group Presentation Book Paper Due</b>
4/5 Class 10	<b>Lesbian, Gay, Bisexual, Transgender (LGBT) Women</b>	Chapter 23 & 26 ACA Competencies URL's <b>Reflective Journal Due Group Presentation</b>
4/12 Class 11	<b>Arab-Americans</b> Immigrants and Refugees	Chapter 19 & 20 Brantmier (2015) <b>Reflective Journal Due Semi-Structured Interview and Report Due</b>



4/19 Class 12	<b>Individuals with Disabilities</b> Older Adults	Sue & Sue 22 & 24 <b>Group Presentation</b> <b>Reflective Journal Due</b>
4/26 Class 13	<b>Individuals Living in Poverty</b> Jewish Americans	Sue & Sue Ch: 25 & 21 Singh (2020) <b>Group Presentation</b> <b>Reflective Journal Due</b>
5/3 Class 14	Multi-Racial Descent	Sue & Sue Ch: 18 Evans & Ramsay (2014) Kivel
5/11 Class 15	Class Wrap-Up.	<b>Journal Summary Paper Due</b>