



COU 630

Doane College
Masters in Arts in Counseling
Advanced Multicultural and Human Diversity Counseling

Semester & Year Course Syllabus

Instructor: Michelle R Smith, MA, MA, LIMHP **Class Times: Saturday 9 am- 1:30 pm**
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Catalog Course Description: This course provides an examination of cultural and social diversities, such as ethnicity, religion, socioeconomic status, gender, age, disability, and sexual orientation. This means education on cultural, social, lifestyle, spiritual, and economic factors relevant to the provision of competent and relevant counseling to varied populations as well as adaptation of traditional counseling theories and techniques. In addition, students will learn about change, ethnic groups, subcultures, changing roles of women, sexism, urban and rural societies, population patterns, cultural mores, use of leisure time, and life patterns. (This complies with Nebraska Professional and Occupational Licensure Regulations 172 NAC -15 and 172 NAC 94.)

Students learn about racial/cultural identity formation of others as well as themselves. Additionally, the course promotes the development of cultural competencies. Topics include social justice, systematic oppression, microaggressions, evidence-based multicultural practice and interventions, identity formation, culturally competent assessment, and counseling specific populations.

In addition, the course's content and requirements follow the guidelines governing the counseling profession, provided by The Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the ethical code of the American Counseling Association (ACA).

Purpose of the Course: This course provides an understanding of cultural diversity as well as social influences on human behavior through an examination of cultural differences, experiential learning, and personal biases.

Course Rationale: This course provides students with experience and information on individual differences and how to display sensitivity to such differences during the therapeutic process.

Course Objectives(student learning outcomes), Standards, and Assessments:

The following matrix addresses key components of this course and assessment artifacts. Upon completion of this course, students will be able to demonstrate through classroom participation, written work, and class room presentations, the acquisition of professional knowledge and skills involving the following:

<i>Course Objectives (student learning outcomes)</i>	<i>CACREP Standards Addressed</i>	<i>Direct Assessments Artifacts</i>	<i>Indirect Assessments Artifacts</i>
#1 Demonstrate an understanding of advocating on behalf of clients and the profession to address institutional and social barriers, public policy, oppression, and discrimination through the application of social justice, conflict resolution, and promotion of wellness.	<i>II. G. 1. h; II.G.1.i; II.G.2.c.; II.G.2.d.; II.G.2.e.; II. G.2.f; III- AC E.4; III- CMHC C.1; III- CMHC E. 4; III- CMCH E. 5</i>	<i>Classroom discussion; journal reflection</i>	<i>PPE</i>
#2 Demonstrate an understanding of current literature involving multicultural trends, theories of multicultural counseling, interventions, strategies, techniques, identity development, and social justice	<i>II. G.2.a; II. G.2.c.; II. G.2.d; III. CMHC C.1; III. CMHC E. 3</i>	<i>Classroom discussion; journal reflection; oral presentation; paper</i>	<i>PPE</i>
#3 Engage in experiential learning activities to cultivate self-awareness and awareness of culturally diverse clients.	<i>II. G.2.e</i>	<i>Cultural experiences</i>	<i>PPE</i>
#4 Enhance one's cultural self-awareness through an examination of personal biases, racial/ethnic identity, and effects of racism, discrimination, sexism, power, privilege, and/or oppression on one's life/career.	<i>II. G.2.e; III. CMHC E.2</i>	<i>Classroom discussion; journal reflection; personal autobiography</i>	<i>PPE</i>
#5 Demonstrate an understanding of the impact of crises, disability, trauma-causing events, and situational and environmental factors on individuals, human behavior, and clients with addiction.	<i>II.G.3.f.; III. CMHC A.9</i>	<i>Classroom discussion, journal reflections, cultural experiences, oral presentation, paper</i>	<i>PPE</i>
#6 Demonstrate an understanding of factors that increase the likelihood for a person, community, or group to be at risk or resilient to substance use disorders and how living in a multicultural society affects clients with addictions.	<i>III. AC A.8; III. AC E.1</i>	<i>Classroom discussion, journal reflections, cultural experiences, oral presentation, paper</i>	<i>PPE</i>
#7 Demonstrate multicultural competence to apply social and multicultural concepts to the	<i>II. G.2.c; II. G.2. d; III. CMHC C.1; III. CMHC E.3</i>	<i>Classroom discussion, journal reflections, cultural</i>	<i>PPE</i>

therapeutic relationship, assessment, and evidence-based practice.		<i>experiences, oral presentation, paper</i>	
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Student Responsibilities:

As a student taking this course, your responsibilities are to:

- 1) Attend class regularly and actively participate in all classroom activities (discussions, Blackboard discussions, presentations, teamwork, role playing, exercises, etc.
- 2) Complete all required assignments and submit according to the schedule or at the instructor's request.

Methods of Instruction:

Methods of instruction may include, but are not limited to: lectures, discussion, field trips, videos, guest speakers, modeling, and computerized/internet instruction. Methods will vary depending on the instructor.

Required Texts/Readings of this course: Sue, D. W., & Sue, D. (2012). *Counseling the culturally diverse: Theory and practice (7th Ed.)*. Hoboken, NJ: John Wiley & Sons, Inc.

ISBN 9781119084303.

Additional readings:

Arredondo, P., Toporek, M. S., Brown, S., Jones, J., Locke, D. C., Sanchez, J. and Stadler, H. (1996). *Operationalization of the Multicultural Counseling Competencies*. AMCD: Alexandria, VA
http://www.counseling.org/docs/competencies/multicultural_competencies.pdf?sfvrsn=5

Competencies for Addressing Spiritual and Religious Issues in Counseling.

<http://www.counseling.org/docs/default-source/competencies/competencies-for-addressing-spiritual-and-religious-issues-in-counseling.pdf?sfvrsn=2>

Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC)

Competencies for Counseling with Lesbian, Gay, Bisexual, Queer, Questioning, Intersex and Ally Individuals. <http://www.counseling.org/docs/competencies/algbtic-competencies-for-counseling-lgbqqia-individuals.pdf?sfvrsn=6>

Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC)

Competencies for Counseling with Transgender Clients.

http://www.counseling.org/docs/competencies/algbtic_competencies.pdf?sfvrsn=3

Basis for Student Evaluation: The student will be accountable for knowledge and skill development through the use of multiple assessments based on various rubrics. Specific student learning outcomes and CACREP standards will be assessed through direct and indirect assessments that will be administered throughout the course utilizing LiveText technology.

1. PARTICIPATION/ATTENDANCE:

A high premium is placed by the instructor on class participation. Ideal class participation, which earns the highest number of participation points, will exemplify the following:

- Integrating class readings into participation: Often cites from readings; uses readings to support points; often articulates fit of readings with the topic at hand and,
- Interaction in classroom discussions: Always a willing participant; responds frequently to questions; routinely volunteers point of view, and,
- Interaction in classroom learning activities: Always a willing participant; acts appropriately during all role plays, etc.; responds frequently to questions; routinely volunteers point of view.

There is no way a student can “makeup” missing a class. If you need to miss a class, notify the instructor as soon as possible. If you miss one class, your grade will drop one grade level (Example, A to A-). Missing more than one class is not acceptable. You will need to drop or retake the course with approval from the instructor and the Graduate Office.

Total possible points: 25

2. **CULTURAL EXPERIENCES:** Students are required to participate in four cultural experiences. Read the relevant chapter from the textbook prior to each cultural experience. After engaging in these experiences, you are expected to write a 1-page reflection/reaction paper about each experience. You may use the following guidelines: 1) summarize the experience; 2) how will this experience help you toward the path of becoming a culturally competent clinician?; and 3) what have you learned about yourself in relation to others? This assignment is due one week after completion of the experiences.

Total possible points: 30

3. **JOURNAL REFLECTIONS:** Each week students will submit a 1-2 page reflection paper integrating the material from the text with self-awareness. Choose an important theme or topic from the chapter to reflect on. In your paper, please discuss the following questions: What is the significance of the topic you’ve read? Why do you think this topic is important from the diversity/mental health perspective? What might be the proposed solution (if applicable) to the issue or problem raised by the author? Please note that your discussion/reflection is not restricted to these three questions. I would very much like to see your ability to integrate what you have learned in other courses, from personal experiences, and incorporate theories/concepts in your journal reflection. This may include personal racial/cultural identity development and biases. Reflection papers will be discussed in class. They are due by 6 pm the day of class the chapters will be discussed.

Total possible points: 30

4. **PERSONAL AUTOBIOGRAPHY (Paper):** This assignment requires you to investigate, reflect upon and write about culture from the vantage point of your own heritage or upbringing experiences. The paper should be 10 pages typed in length (12 point Times New Roman font). You may use the following guide to help structure your paper.
 - Provide a brief overview of your family of origin, nuclear and extended family members and how class, cultural, and ethnic elements affected your outlook as a child and teenager. Discuss what you consider to be your class, cultural, and ethnic

affiliations now and discuss how any of those elements are different from childhood, how your family and childhood peers have responded to your differences (if there are differences), how someone in your ethnic group thinks about mental health problems and treatment, how you feel about your childhood class, cultural, and ethnic heritage.

- Describe your religious and spiritual heritage as well as other influences that have shaped your present religious and spiritual orientation. Discuss what differences there are between your childhood/adolescent heritage and your present orientation and how your family and childhood peers have responded to your differences (if there are differences), how you feel about your religious or spiritual heritage.
- Consider and describe how your cultural background (values, characteristics, role definitions and models, communication styles, biases) affects your identity and outlook/worldview as a counselor working with culturally diverse clients.
- What cultural/group/ethnic pride do you bring to your work as a counselor? What strengths and weaknesses do you possess that may help or hinder your work with diverse populations? Is there any specific minority population that you would not want to work with? Explain.
- Based on your upbringing, what stereotypes, prejudices, assumptions and biases about different ethnic groups exist in your background? Which cultural groups will be most difficult for you to work with at this time in your professional development? What are your fears and discomforts about working with groups that are different from you? What are your strengths and limitations to work with individuals from cultures the same or different from your own history?
- Summary: Reflect on where you are now in your professional development and how you will use this course to strengthen your personal awareness of cultural/class/ethnic issues and how you can work effectively with a diversity of clients. What have you learned about yourself through this course and this assignment? How will this knowledge help you to be more culturally competent in working with diverse populations? Be specific.

Total possible points: 35

5. ORAL PRESENTATION: Students will provide an oral presentation over a specific cultural population(s) of choice, which will be chosen the first night of class. Class presentations should last 45 minutes and include at least 3 peer-reviewed scholarly journal articles. Presentations should not solely be a summary of the text. Rather, they are to involve critical thinking of the material and adding a knowledge base for other students.

Total possible points: 30

Assessments:

Students will demonstrate the accurate assessment of skills and of knowledge at the end of the course by completing various assessments at a minimum of a “meets expectations level (80 % and above)”. In addition, students complete self-assessments as well as assessments of the course. (CACREP Section III, G. The instructor will also complete a PPE evaluation of the student in LiveText. The

instructor will utilize various rubrics to assist in assigning a final grade and in determining the course PPE.

Possible points:

Participation/attendance- 25 points
 Cultural experiences- 30 points
 Journal reflections- 30 points
 Personal autobiography- 35 points
 Oral presentation- 30 points

Total possible points: 150 points

Grading: Final letter grades will be assigned based on the following grade equivalents:

A+	98-100		
A	92-97	C	72-77
A-	90-91	C-	70-71
B+	88-89		
B	82-87		
B-	80-81		
C+	78-79		

Note: This table is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor.

Participation: policy of instructor insert here

Remediation of Identified Deficits: The student will be responsible for initiating a collaborative process with the instructor to improve any perceived deficits of performance.

Rubric Descriptions: Participation in the Professional Learning Community (classroom, etc.) is reflected in the rubrics for Teamwork, Professional Performance Evaluation, Oral Communication Skills, and Writing which are found at the 'Introduction to Counseling' Blackboard site. In addition, competency as measured by course-specific rubrics will be assessed in each course and will be reflected in the PPE (Professional Performance Evaluation) as well as in final course grades. Course specific rubrics specific to this course include:*****

LiveText/Blackboard Usage:

The LiveText Portfolio, LiveText and Blackboard will be utilized to collect artifacts that can represent the student's body of work. Examples include:

- 1) *Direct Signature Artifacts or Major Course Requirement Assessment I:*
Rubrics are in the Appendix
- 2) *Direct Signature Artifacts or Major Course Requirements II*
Rubrics are in the Appendix
- 3) *In-Direct Signature Artifacts or Major Course Requirements Assessment III*
Rubrics are in the Appendix
- 4) *Additional Artifacts at instructor discretion insert here*
- 5) *Professional Identity and Theoretical Orientation Portfolio*

The online portfolio is maintained in the student's personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

Website Resources:

Professional Performance Evaluation Ratings:

In addition to a letter grade for the course, each student will receive a Professional Performance Evaluation rating. The following scale is used integrating the Teamwork, Oral Communication Skills, and Writing rubrics as well:

- 4 = Exceptional: At level of practicing professional counselor
- 3 = High: Higher than expected level
- 2 = Good: Meets expectations for level
- 1 = Low: Far Below expected level. Monitoring and significant remediation is required

In awarding the Professional Performance rating, the instructor will consider the following aspects of a student's performance:

- a) Listens to others, cooperates with others, and accepts other points of view
- b) Responds in a self-reflective and self-critical manner to comments about professional, and academic performance
- c) Abides by established ethical standards
- d) Shows motivation to master new material
- e) Demonstrates sensitivity, awareness, and acceptance of cultural and individual differences
- f) Demonstrates critical thinking and healthy skepticism
- g) Tolerates ambiguity that is inherent in the field of mental health
- h) Recognizes the rights and responsibilities of counselors as well as other professionals

Classroom Conduct, Confidentiality & Ethics:

Conduct in the learning environment in the classroom as well as outside the classroom setting is representative of the professional standards and is expected to be of the highest standard.

Academic Conduct: Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the Doane Student Handbook.

Professional Conduct & Dress: Students are expected to adhere to the American Counseling Association (ACA) code of ethics. Any behavior(s) deemed unethical may become grounds for review by the Director's office or possible dismissal from the program. Students are expected to dress in a casual, but professional manner for the classroom as well as field experience setting.

Sensitive Material: Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let the instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. It can

then be discussed how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered.

Ethical Standards: All of the graduate courses offered by the Doane Masters of Arts in Counseling adhere to the current standards of the American Counseling Association (ACA). The current ACA Code of Ethics is available for downloading at: <http://www.counseling.org/>.

Confidentiality & Collaborative Learning:

In the Masters of Arts in Counseling program, you will be experiencing a process of collaborative learning that involves a substantial amount of role-playing and practice interviewing. Others in the class will no doubt share things that are personal and confidential. It is your responsibility to maintain confidentiality, just as you would do with clients. Written assignments should also disguise the identity of any individual whom you may have interviewed or counseled. In sum, you are expected to abide by the American Counseling Association (ACA) code of ethics.

Cell Phone Use: Cell phones should be turned off and not visible during class. Disregard for this request may affect your evaluations. If professional and personal reasons necessitates its use, it must be with the instructor's permission, and used discretely.

Accommodating Students with Special Learning Needs: Students who believe that they may need accommodations in this class are encouraged to contact the instructor as soon as possible to ensure that accommodations are implemented in a timely fashion.

Professional Communication Skills:

Professional communication skills (written and oral communication skills) are vital to the success of the student in the Master of Arts in Counseling program as well as in their professional career.

Writing: Use Times Roman 12 point font and APA style (except for providing an abstract) for all papers and documents.

Literacy: The knowledge and skills needed to perform tasks, that is, to search; comprehend professional literature, and express information in writing in a concise, professional manner is critical. To assist the student learner, access to the A Quick Guide to APA Style, 10th edition (March 2014), compiled by Ray M. Zeisset, PhD., Doane Master of Arts in Counseling faculty is an invaluable resource guide, and is found on the 'Introduction to Counseling' Blackboard site.

The Master of Arts in Counseling Writing Rubric also found on the 'Introduction to Counseling' Blackboard site allowing the student to self-assess their written work.

Oral Communication Skills: Pragmatic oral communication skills are essential to becoming a professional in the counseling field. Presentations, team leadership, and counseling skills require the counseling professional to have a high proficiency in this interpersonal skill area. Instructors will provide feedback based upon rubrics and observations.

The Master of Arts in Counseling Presentations & Multi-media Rubric is found on the 'Introduction to Counseling' Blackboard site allowing the student to self-assess their oral communication and listening skills.

Feedback from classroom course work and training on an ongoing basis will provide the student insight that as to the professional communication skill levels that the student is observed as

demonstrating. Remediation and development of these skills, if needed, by the student is critical in their professional growth. This feedback may indicate that the student will need to seek out services that can provide assistance in developing literacy and oral communication skills. The Dean's office or any instructor may be of assistance in providing suggestions.

Statement about Diversity:

The Master of Arts in Counseling program as a whole is committed to social justice. The Master of Arts in Counseling program cherishes the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class. The department emphasizes the importance of diversity and multicultural influences on development in each course, work and research, as well as throughout the practicum and internship training.

The Master of Arts in Counseling program expects that all faculty and students will engage in respectful explorations of issues regarding diversity and multiculturalism as the program continuously develops and maintains a commitment to social justice. In addition, faculty and students are all expected to explore their own attitudes, knowledge and behaviors with regard to various forms of discrimination so that the quality of research, teaching and practice improves.

Questions, Concerns, Grievances:

Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. More formal grievance procedures are outlined in the Doane **MAC Student Handbook**

Absence Policy:

In registering for classes at Doane, students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas. Lateness in attending class and absences will result in PPE's as well as class grades being adversely impacted, and will predictably result in a lack of promotion to another level. In severe cases of inclement weather or other emergency conditions the Campus Director's office will announce cancellation of classes through the local and regional media as well as through the web site.

Plagiarism and Collaboration:

The Master of Arts in Counseling program recognizes that the open exchange of ideas plays a vital role in the academic endeavor, as often it is only through discussion with others that one is fully able to process information or to crystallize an elusive concept. Therefore, students generally are encouraged to engage in conversations with their teachers and classmates about their courses, their research, and even their assignments.

These kinds of discussions and debates in some ways represent the essence of life in an academic community. And yet, it is important for all scholars to acknowledge clearly when they have relied upon or incorporated the work of others. To ensure the proper use of sources while at the same time recognizing and preserving the importance of the academic dialogue, Master of Arts in Counseling program has adopted the following policy:

It is expected that all homework assignments, projects, papers, examinations, etc. and any other work submitted for academic credit will be the student's own. Students should always take great care to distinguish their own ideas and knowledge from information derived from sources. The term "sources" includes not only primary and secondary material published in print or online, but also information and opinions gained directly from other people. Quotations must be placed properly within quotation marks and must be cited fully. In addition, all paraphrased material must be

acknowledged completely. Whenever ideas or facts are derived from a student's reading and research or from a student's own writings, the sources must be indicated.

Students must also comply with the policy on collaboration established for each course, as set forth in the course syllabus or on the course website. Unless otherwise stated on the syllabus or website, when collaboration is permitted within course students must acknowledge any collaboration and its extent in all submitted work; however, students need not acknowledge discussion with others of general approaches to the assignment or assistance with proofreading. Collaboration in the completion of examinations is always prohibited.

A student who allows another student use of their work in the completion of coursework will be subject to disciplinary action up to and including requirement to withdraw from the Master of Arts in Counseling program.

Students who, for whatever reason, submit work either not their own or without clear attribution to its sources will be subject to disciplinary action up to and including requirement to withdraw from the Master of Arts in Counseling program .

Submission of the Same Work to More Than One Course:

It is the expectation of every course that all work submitted for a course or for any other academic purpose will have been done solely for that course or for that purpose. A student who submits the same or similar work to more than one course or for more than one academic purpose within the Master of Arts in Counseling program without such prior permission is subject to disciplinary action, up to and including requirement to withdraw from the Master of Arts in Counseling program. PPE's will reflect any issues relating to plagiarism and collaboration.

Changes in Syllabus:

Circumstances may occur based on such concerns as unforeseen dynamics, illness, or departmental calendar of activities, or other circumstances that may occur. Changes will be made publically at the earliest possible time.

FORMAT OF ASSIGNMENTS AND READINGS MAY BE ADJUSTED OVER THE COURSE OF THE SEMESTER

Tentative Class Schedule

Dates/Week #	Class Topics & CACREP standards addressed	Readings	Direct & Indirect Assignments: Signature Assignments, Tests, Quizzes, etc. due date*
Week 1	Syllabus review. The affective and conceptual dimensions of multicultural counseling/therapy CACREP: II.G.2.e; II. G.2.d; III CMHC E.2; III CMHC E.6	Chapters 1, 2, & 3 <i>Operationalization of the Multicultural Counseling Competencies</i>	

Week 2	The political dimensions of mental health practice CACREP: II. G.1.h; II. G.1.i; II. G.2.c; II.G.2.f; II.G.2. e; III CMCH A.9; III CMCH E.4; III CMHC E.5	Chapters 4, 5, & 6	Journal 1 due Paper- Family overview due
Week 3	Culturally appropriate interventions, evidence based practice, and counseling African Americans CACREP: III. CMHC C.1; III CMHC E.3	Chapters 8,9, & 14	Journal 2 due Paper- Religious and spiritual heritage Presentation
Week 4	Barriers to multicultural practice, indigenous healing methods, counseling American Indians and Alaskan Natives, and spirituality competencies CACREP: II. G.2.a; III. AC A.8; III. AC E.1	Chapters 7, 10, & 15 Competencies for Addressing Spiritual and Religious Issues in Counseling	Journal 3 due Paper- Cultural background Presentation
Week 5	Racial/cultural identity development, and counseling Asian Americans and Pacific Islanders CACREP: II.G.2.a; III. AC A.8; III. AC E.1	Chapters 11, 12, & 16	Journal 4 due Paper- Cultural populations Presentation
Week 6	Culturally competent assessment, counseling Latinos, and counseling individuals of multiracial descent CACREP: II.G.2.a; III. AC A.8; III. AC E.1	Chapters 13, 17, & 18	Journal 5 due Paper- Personal biases Presentation
Week 7	Counseling Arab and Muslim Americans, counseling Jewish Americans, and counseling immigrants and refugees CACREP: II.G.2.a; III. AC A.8; III. AC E.1; III. CMHC A.9	Chapters 19, 20, & 21	Journal 6 due Paper- Summary Presentation
Week 8	Counseling LGBT individuals, counseling older adult clients, and counseling women CACREP: II.G.2.a; III. AC A.8; III. AC E.1	Chapters 22, 23, & 24 Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling	Journal 7 due Paper- Revision week Presentation Cultural experiences

		(ALGBTIC) Competencies for Counseling with Lesbian, Gay, Bisexual, Queer, Questioning, Intersex and Ally Individuals; Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC) Competencies for Counseling with Transgender Clients.	reflections due
Week 9	Counseling and poverty, and counseling persons with disabilities CACREP: II.G.2.a; II.G.2.f; III. AC. A.8; III. AC E.1	Chapters 25 & 26	Journal 8 due Paper- entire paper due Presentation

***instructor discretion**