

COUN5363 Multicultural Counseling  
Midwestern State University  
Gordon T. & Ellen West College of Education

**Instructor/Contact Information:**

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Office Hours: Tuesdays and Wednesdays 1:00pm -3:00pm; Online Thursday 1:00pm-2:00pm or by appointment

**Required Text:**

Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice (7<sup>th</sup> edition)*. New York: John Wiley & Sons.

Additional readings, handouts, and other materials will be posted online or distributed in class.

**Catalog/Course Description:**

Prerequisites: There are no prerequisites for this course.

**CACREP Common Core Area Standards Addressed in this Course:**

2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (KPI)

2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy

2.c. multicultural counseling competencies (KPI)

2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

2.e. the effects of power and privilege for counselors and clients

2.f. help-seeking behaviors of diverse clients

2.g. the impact of spiritual beliefs on clients' and counselors' worldviews

2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4.g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy

4.j. ethical and culturally relevant strategies for addressing career development

5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

6.g. ethical and culturally relevant strategies for designing and facilitating groups

- 7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
- 8.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation
- 9.2.j. cultural factors relevant to clinical mental health counseling

**Learning Objectives:**

- LO1. To increase awareness, knowledge, and skills for counseling visible racial/ethnic clients
- LO2. To increase awareness of how counselor variables affect cross-cultural counseling including cultural self-awareness, prejudices, intentional and unintentional oppression, and issues of social justice and advocacy
- LO3. To examine and critically analyze research related to multiculturalism and its application to counseling
- LO4. To increase awareness and knowledge of the emerging trends of multiculturalism
- LO5. To help counselors become effective decision makers when working with multicultural clients

**Focus of the Course:**

This course will increase students' multicultural competencies will enable students to become effective decision makers as they interact with increasingly diverse clients

**Course Calendar and Activities:**

Class Session	CACREP Standards	Topics	Materials	Activities/ Assignments
1 <b>October 18 – 24</b>	2.a.; 2.b.  2.c. (KPI); 4.g; 4.j., 5.d.	Obstacles to Cultural Competence: Understanding Resistance to Multicultural Training  The Superordinate Nature of Multicultural Counseling and Therapy  Multicultural Counseling Competence and Therapists of Marginalized Groups Social Justice and Career	Chapters 1 & 2  Chapter 3  Arthur, N., Collins, S., Marshall, C., & McMahon, M. (2013). Social Justice Competencies and Career Development Practices.	Introductions via <u>Discussion Board</u> in D2L.  Chapters 1, 2, and 3 <u>Discussion Board</u> in D2L.
2 <b>October 25 - 31</b>	2.e.; 7.m.  2.d.; 6.g.	The Political and Social Justice Implications of	Chapter 4	<b>Reaction paper (1) on film due Oct 31</b>

		<p>Counseling and Psychotherapy</p> <p>The Impact of Systemic Oppression: Counselor Credibility and Client Worldview</p> <p>Social Justice Competence and Group</p>	<p>After reading chapter 4 watch this film in its' entirety at the link below:</p> <p><a href="https://www.youtube.com/watch?v=Q_IBE94hh9s">https://www.youtube.com/watch?v=Q_IBE94hh9s</a></p> <p>Singh, A, Merchant, N., Skudrzyk, B, &amp; Ingene. (2012). Association for Specialists in Group Work: Multicultural and Social Justice Competence Principles for Group Workers.</p>	
<p>3 <b>November 1 - 7</b></p>	<p>2.d.; 6.g. 2.f.; 2.h; 2.g</p>	<p>Microaggressions in Counseling and Psychotherapy</p> <p>Barriers to Multicultural Counseling and Therapy: Individual and Family Perspectives</p> <p>Communication Styles and Its Impact on Counseling and Psychotherapy</p> <p>Social Justice</p>	<p>Chapter 6</p> <p>Chapter 7</p> <p>Chapter 8</p>	<p><b>Multicultural Interview paper due Nov 7 by midnight <u>via Dropbox</u> in D2L.</b></p> <p>Chapter 7 and 8 <u>Discussion Board</u> in D2L.</p>
<p>4 <b>November 8 - 14</b></p>		<p><b>Mid-term week</b></p>		<p>Mid-term exam to be completed by Sunday, Nov 14 at midnight. <b><u>No exceptions!!!</u></b></p>
<p>5 <b>November 15 - 21</b></p>	<p>3.g., 3.i. 2.d.</p>	<p>Racial/Cultural Identity Development in People of Color: Therapeutic Implications</p> <p>White Racial Identity Development: Therapeutic Implications</p> <p>Watch film: The Color of Fear</p> <p>Counseling African Americans</p>	<p>Chapters 11 and 12</p> <p>Chapter 14</p>	<p>After reading chapters 11 and 12, watch the film <b><u>The Color of Fear</u></b> in its' entirety, then write reaction paper.</p> <p><b>Reaction paper (2) on film due Nov 21 by midnight <u>via Dropbox</u> in D2L.</b></p>
<p>6 <b>November 22 – 28</b></p>	<p>2.a.(KPI); 2.d. 9.2.j.</p>	<p>Counseling American Indians and Alaska Natives</p>	<p>Chapter 15</p> <p>Chapter 16</p>	<p>Reaction to Chapter 15 or 16 via <u>Discussion Board</u> in D2L</p>

<b>Thanksgiving Week!</b>				
7 <b>November 29 – Dec 5</b>	9.2.j.	Counseling Latinas/os Americans Film	Chapter 17	Reaction to Chapter 17 via Discussion Board in D2L
8 <b>December 6- 10</b>	<b>PLEASE BE AWARE THE SEMESTER ENDS ON FRIDAY, DEC 10TH</b>	<b>Final exam week</b>		<b>Final exam to be completed by FRIDAY, DEC 10TH at midnight. <u>No exceptions!!!</u></b>

## STUDENT ASSESSMENT/EVALUATION METHODS

### Reaction Papers- CACREP 2a, 2d, 2e, 2f, 2h, and 3i.: Due (1) Oct 31 and (2) Nov 21

Reaction papers express your personal reactions to topics from the assigned readings/videos/films. Your reaction should **not** be a summary of articles or class discussions, but should include your own thoughts on issues related to social justice, advocacy, personal biases, unintentional and intentional racism, and cultural self-awareness. Your reactions should demonstrate your understanding of the information read as well as your interpretation of the information and how it may or may not be helpful to you as a counselor. **These are no longer than 2 pages double-spaced.**

Outstanding 90-100 pts		Standard 80-89 pts		Weak Below 79 pts
*Paper Superb -no typos -neat/APA style used -Superb writing style *Material covered superbly *Exciting to read *Indicated references used		*Paper standard -few typos -neat/APA style used -acceptable writing style graduate level *Material covered as assigned *Interesting to read *References used		*Paper poorly written -excessive typos - APA style not used -poor writing style *Poor coverage of information assigned *Hard to follow *References used lacking

**Discussion Reaction Posts: CACREP 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3g, 3i, 4g, 4j, 5d, 6g, 7m, 8j, and 9.2j.**

Most weeks you will be required to post discussion reactions via D2L. The discussions are designed to help guide you in your readings of the textbook and other assigned readings. You may use other sources to answer the questions as long as they are cited properly. Reaction to readings should be written concisely and in a manner that a) demonstrates understanding of the topic to instructor, and b) allows you to retain the information in memory.

### **TIPS TO EARN FULL POINTS FOR YOUR DISCUSSIONS:**

I would like to provide you with some tips on how to earn all of your points in the discussion board assignments. Please use this as a checklist each week to ensure you do a thorough job. Thanks!

1. Be sure to answer all discussion boards for the week. The discussions in this course give the student an opportunity to examine certain topics in the course. Discussions do not require on-campus attendance to complete. All discussions will be completed in DISCUSSIONS area in D2L.

The discussions will require some reflection before you respond. Students may offer personal experiences and/or opinions in some instances and facts in others. **The minimum word count must be 200 words** on each discussion. I do expect to see evidence that you have put some thought into these assignments. **A quick way to earn a grade of zero is a low word count and also by simply rewording what someone else has written already. Therefore you must write more than a few sentences.**

Submission of all discussions must occur by particular due dates noted in the Proposed Class Schedule of Activities. Non-completion of any or all of the discussion will result in a grade of zero. This is a subjective evaluation made by the professor to determine the quality of the student's work. Simply writing something will not result in receiving full credit. Your professor is the final judge on the grade.

**Please use citations in your discussion post when referring to someone else's work to be sure not to plagiarize.**

2. Be sure to be thorough in your postings. These should be more than a few sentences. I expect graduate level work.

3. In your postings, **always have an accurate APA reference at the bottom of your entry. You should have an in-text citation for this reference somewhere in your posting as well.** Be sure to follow APA 6th edition for how to do your citation and reference.

4. **Be sure to comment to at least 2 peers for each discussion board.** You should also be addressing the comments that are made to you. Thus, **you should have more than just one response for each discussion to earn full credit.** We can only keep

the discussion going and continuing in depth if you respond to the comments and questions that are made to you from your peers.

5. Be on time with your discussion postings and initial comment to a peer. Discussions will close at the end of the week and will not be reopened.

6. Be sure to check your spelling and grammar as well as write in complete sentences.

7. Please note that Wikipedia and other online sites of that caliber are NOT scholarly resources. Your resources should be limited to academic books and journal articles only that are no more than 10 years old. The only exception for older works is if you are citing a seminal work.

**8. Be sure to follow the initial line in your postings and comments. “Main Discussion Post” “ Response to [Enter Student Name]”.**

I hope this is helpful to you as these are common errors that students fall into that results in them losing points.

### **Multicultural Interview- Due Nov 7: CACREP 2a, 2d, 2e, 2f, 2h, and 3i. Tk20 and D2L Assignment**

In this assignment, you will interview a person whom you perceive as being culturally different from yourself about his/her experiences growing up. You will ask the person to exchange information about his or her life experiences and the interface of race, ethnicity, culture, gender, spirituality, and socioeconomic status with those experiences. As a counseling student learning to become multiculturally competent, you are expected to respond to the narrator's stories by demonstrating to him or her the extent of what you have heard. You should meet with this individual at least once for a minimum of 30 - 60 minutes. [If necessary, you may conduct the interview via telephone, but face-to-face is preferred]. You should prepare a general outline of questions or areas to explore, with an expectation that deviations from this outline are likely to occur.

Include in your report an analysis that emphasizes the social/cultural context in which the individual has lived. Describe how his/her life may have been affected by social factors such as race, gender, ethnicity, class, religion/spirituality, sexual orientation, age, gender of siblings, parent(s) and extended family, location of residence, historical events, and adult role models. Use examples and quotations from the interview to illustrate major themes and events. Discuss similarities and/or differences between your prior knowledge [based on beliefs, readings, mass media, etc.] regarding the race, culture, gender, ethnicity, class, religion/spirituality, sexual orientation, and class of the individual and your experiences with this individual. Discuss factors that may account for these differences. Describe any counseling/clinical implications that you have discovered from this interview.

Exploring how this individual and his/her culture view counseling is also a topic to explore. These interactions may range from meetings with a friend (or acquaintance) to meetings with a person whom you have introduced yourself for this project. While working with someone you already know may avoid the initial awkwardness of this activity, you are encouraged to challenge yourself multiculturally by finding and introducing yourself to someone new.

You need to inform the individual you are meeting with about the purpose of this class project, the length of the contact, and the written assignment that is required of you. It should be made clear that this individual is comfortable with both the interaction and the assignment.

**Following the interview, you will transcribe your questions, paraphrase the answers, and comment on and summarize your experience. The paper should be 3-6 pages (including the questions). It will also be marked on the appropriateness of the questions asked and the depth of your observations.**

Outstanding 90-100 pts	Standard 80-89 pts	Weak Below 79 pts
*Paper Superb -no typos -neat/APA style used -Superb writing style *Material covered superbly according to assignment directions *Exciting to read *Indicated references used	*Paper standard -few typos -neat/APA style used -acceptable writing style graduate level *Material minimally covered as assigned in directions *Interesting to read *References used	*Paper poorly written -excessive typos - APA style not used -poor writing style *Poor coverage of information assigned *Hard to follow *References used lacking

**Midterm Exam: CACREP 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3g, 3i, 4g, 4j, 5d, 6g, 7m, 8j, and 9.2j.**

The midterm exam will be a multiple-choice open book exam consisting of fifty items with each item worth two points.

**Final Exam: CACREP 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3g, 3i, 4g, 4j, 5d, 6g, 7m, 8j, and 9.2j.**

The final exam will be a multiple-choice open book exam consisting of fifty items with each item worth two points.

### **Late Assignments**

All papers and assignments must be turned in the day they are due. **No exceptions.** If you have an emergency and cannot make it to class, please email me your assignment the same day it is due. Any late papers will be lowered **five (5) points** for each **day** turned in late. Please observe that your assignments are worth a considerable amount of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

**Grading Procedures:**

Assignments	Points
Discussion Posts/Participation (25pts each x 4)	100
Reaction papers (2@100 pts each)	200
Multicultural Interview	100
Mid-term exam	100
Final exam	100
Total	600

Grade	Points
A	600-550
B	549-500
C	499-450
D	449- 400
F	399 and below

**Class Attendance/Participation**

Attendance and participation are important components of the course. Online class attendance is mandatory. Students are expected to be active in the classroom weekly unless extenuating circumstances exist. All absences must be explained to the instructor of the course.

ANY unexcused absences as determined by the instructor may result in full final grade level reductions at the discretion of the instructor of the course. **Students missing attendance online for more than 1 week will receive an automatic grade of F and will be required to retake the course prior to completion of degree or program requirements.**

If you must be absent from class, please inform the instructor prior to the absence, and in the event of an emergency, please contact the instructor as soon as feasible.

The class is conducted in a discussion format and all students are **expected** to participate in online class discussions. As students will play a major role in their own learning they are **expected** to read the assigned materials and should be prepared to comment on the readings.

**Online participation is assessed through a variety of methods including timely submission of assignments as well as logging in and checking the course site regularly. In addition, active participation in the discussions is required.**

**No Incompletes (“I”) will be given in this class unless under extreme circumstances, which will be determined by the instructor of this class.**

**Academic Conduct:** Cheating, submitting work of other candidates as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the university, depending on the seriousness of the offense. All candidates in the Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by ACA and the Midwestern State University. Any failure to adhere to our professions ethical standards is a serious matter and will be viewed as such by the instructor and by the departmental faculty.

**Candidates with Disabilities:** If you are a person with a disability you should contact the Office of Disabilities as soon as possible. In accordance with university policy, if you have a documented disability and require accommodations to obtain equal access in the course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Candidates with disabilities must verify their eligibility through the Office of Disabilities Services.

### **Counseling Expectations**

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association’s Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

### **Attendance Policy:**

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## **Other Class Policies**

### **Academic Honesty:**

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student’s own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other author’s works.

### **Senate Bill 11:**

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University’s webpage at: [Campus Carry](#).

### **Limited Right to Intellectual Property:**

By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

### **Disability Services:**

Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

