



Course Syllabus: **Multicultural Counseling**

Gordon T. & Ellen West College of Education

Course Number: COUN 5363

Fall 2022 8 weeks

Contact Information

Instructor: Dr. Tiffany A. Stewart, Ph.D., LPC

Office: BH324

Office hours: Tuesday 2-4pm, Wednesday, 11-1pm, Online Thursdays, 2-3pm or
by appointment

Office phone: (940) 397-4134

E-mail: tiffany.stewart@msutexas.edu

Instructor Response Policy

The best way to contact me is via email. Please allow 24 hours for response.
This excludes weekends and holidays.

Textbook & Instructional Materials

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

Course Description

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

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
Course Objectives/Learning Outcomes/Course Competencies

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

Student Handbook

Refer to: [Student Handbook-2021-22](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.
[Office of Student Conduct](#)

Grading/Assessment

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

Table 2: Total points for final grade.

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

Discussion Posts

Discussions: 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.

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

3. 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.
4. 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.
5. Be sure to check your spelling and grammar as well as write in complete sentences.
6. 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.
7. Be sure to follow the initial line in your postings and comments. "Main Discussion Post" " Response to [Enter Student Name]"

Extra Credit

There is no extra credit available in this course.

Late Work

All papers and assignments must be turned in the day they are due. No exceptions. If you have an emergency please let me know in advance, and/or email me your assignment the same day it is due. Emergency documentation is required for me to consider accepting late weekly assignments. Any late papers will be lowered five (5) points for each day it is 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. The semester is only 5 weeks long. You must be ready to work, and work hard, to do well in this class.

Make Up Work/Tests

Please speak with instructor.

Important Dates

Last day for term schedule changes: August 22-25, 2022

Deadline to file for graduation: September 26, 2022

Last Day to drop with a grade of "W:" October 24, 2022

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings. Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Your computer being down is not an excuse for missing a deadline!! There are many places to access your class. Our online classes can be accessed from any computer in the world, which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. For help, log into D2L.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

All papers and assignments must be turned in the day they are due. No exceptions. If you have an emergency please let me know in advance, and/or email me your assignment the same day it is due. Emergency documentation is required for me to consider accepting late weekly assignments. Any late papers

will be lowered five (5) points for each day it is 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. The semester is only 5 weeks long. You must be ready to work, and work hard, to do well in this class.

=\

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are

informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Class Session	CACREP Standards	Topics	Materials	Activities/ Assignments
1 October 17 – 23	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 October 24 - 30	2.e.; 7.m. 2.d.; 6.g.	The Political and Social Justice Implications of	Chapter 4	Reaction paper (1) on film due Oct 30

		Counseling and Psychotherapy The Impact of Systemic Oppression: Counselor Credibility and Client Worldview Social Justice Competence and Group	After reading chapter 4 watch this film in its' entirety at the link below: https://www.youtube.com/watch?v=Q_IBE94hh9s Singh, A, Merchant, N., Skudrzyk, B, & Ingene. (2012). Association for Specialists in Group Work: Multicultural and Social Justice Competence Principles for Group Workers.	
--	--	--	---	--

3 October 31 - Nov 6	2.d.; 6.g. 2.f.; 2.h; 2.g	Microaggressions in Counseling and Psychotherapy Barriers to Multicultural Counseling and Therapy: Individual and Family Perspectives Communication Styles and Its Impact on Counseling and Psychotherapy Social Justice	Chapter 6 Chapter 7 Chapter 8	Multicultural Interview paper due Nov 6 by midnight <u>via Dropbox</u> in D2L. Chapter 7 and 8 <u>Discussion Board</u> in D2L.
4 Nov 7 - 13		Mid-term week		Mid-term exam to be completed by Sunday, Nov 13 at midnight. <u>No exceptions!!!</u>
5 Nov 14 - 20	3.g., 3.i. 2.d.	Racial/Cultural Identity Development in People of Color: Therapeutic Implications White Racial Identity Development: Therapeutic Implications Watch film: The Color of Fear Counseling African Americans	Chapters 11 and 12 Chapter 14	After reading chapters 11 and 12, watch the film <u>The Color of Fear</u> in its' entirety, then write reaction paper. Reaction paper (2) on film due Nov 20 by midnight <u>via Dropbox</u> in D2L.
6 Nov 21 – 27 Thanks-giving Week	2.a.(KPI); 2.d. 9.2.j.	Counseling American Indians and Alaska Natives	Chapter 15 Chapter 16	Reaction to Chapter 15 or 16 via <u>Discussion Board</u> in D2L
7 Nov 28- Dec 4	2.a.(KPI); 2.d. 9.2.j.	Counseling Latinas/os Americans Film	Chapter 17	Reaction to Chapter 17 via Discussion Board in D2L
8 Dec 4 - 9	PLEASE BE AWARE THE SEMESTER ENDS ON FRIDAY, DEC		Final exam week Final exam to be completed by FRIDAY, DEC 9TH at midnight. <u>No exceptions!!!</u>	Final exam to be completed by FRIDAY, DEC 9TH at midnight. <u>No exceptions!!!</u>

	9TH			
--	-----	--	--	--

STUDENT ASSESSMENT/EVALUATION METHODS

Reaction Papers- CACREP 2a, 2d, 2e, 2f, 2h, and 3i.: Due (1) Oct 30 and (2) Nov 20

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 6: 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.

References/Scientifically-Based Research/Additional Readings:
Barsky, A.E. *Conflict Resolution for the Helping Profession. 3rd edition.* Oxford University Press, 2017.