Course Syllabus: Multicultural Counseling
Gordon T. & Ellen West College of Education and Professional Studies
COUN 5363
Part B, October 19, 2026 – December 4, 2026

*Important! This course's weeks start on Monday and end on Sunday, except for the last week, which ends on Friday.

Contact Information

Instructor: Dr. Tiffany A. Stewart, Ph.D., LPC
Office: BH324
Office hours: Tuesday, 2:00 – 4:00pm; Wednesday, 11:00am - 1:00pm; Thursday, 1:00 – 2:00pm
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Instructor Response Policy:

During the week (Saturday – Friday) I will respond within 24 hours, except for weekends and holidays. Please try to ask your questions before the weekend.

*The MSU Clinical Mental Health program requires at least a B average. C's are unacceptable, and more than 2 C's will put you in danger of being removed from the program. Please consult the Student Handbook for more information.

Course Description

Development of counseling skills and strategies based upon the special needs and characteristics of culturally and ethnically diverse clients.

Prerequisites: There are no prerequisites for this course.

Textbook & Instructional Materials

Sue, D. W., & Sue, D. (2019). *Counseling the culturally diverse: Theory and practice (8th edition).* New York: John Wiley & Sons.

Course Objectives

3.A.10 ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas

3.B.2 the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews

3.B.3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors

3.B.9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3.B.10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities (KPI)

3.C.11 systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness

3.E.9 interviewing, attending, and listening skills in the counseling process

3.E.11 strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences (KPI)

3.E.13 Developmentally relevant and culturally sustaining counseling treatment or intervention plans

3.E.14 development of measurable outcomes for clients

3.E.15 evidence-based counseling strategies and techniques for prevention and intervention (KPI)

Learning Objectives

1. This course increases awareness, knowledge, and skills for counseling visible racial/ethnic clients.

2. This course increases 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.

3. This course examines and critically analyzes research related to multiculturalism and its application to counseling.

4. This course increases awareness and knowledge of the emerging trends of multiculturalism.

5. This course helps future counselors become effective decision makers when working with multicultural clients.

Student Handbook

Refer to: Student Handbook

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

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this Moffett Library webpage to explore these resources and learn how to best utilize the library.

Grading

Course Grade

Table 1:

Assignments	Points
Discussion Board and Class Participation	105
Culturally Diverse Interview (D2L)	50
Multiculturalism and Ethics Paper (D2L and TK20 Link)	60
Midterm (D2L)	20
Final Exam – Week 8 (D2L)	20
Total Points	255

Table 2: Total points for final grade.

Grade	Points
A	230 to 255
B	204 to 229
C	179 to 203
D	153 to 178
F	Less than 152

Homework

Discussion Board, and Class Participation: (105 pts.) Students are required to answer questions or complete assignments regularly related to the weekly topic. Almost every week students will be required to answer questions about the reading, topic or be asked to reflect on a particular internship experience for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. *The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week, aside from the last week. Follow directions to get full points each week. Late work will not be accepted for discussion posts. *NO EXCEPTIONS. (**See Appendix A) KPI**

Projects Required

Culturally Diverse Interview: (50 pts.)
*Please turn in the assignment to D2L.
Each student will interview a culturally diverse person. During the interview please ask the person at least 10 questions that will assist you in becoming more "aware" about this person's culture. As you interview your person, consider your present or future work environment and ask questions that enlighten you.

Please be sure to ask the following questions among your 10.
1. Ask about the role of power and privilege have played in their life.
2. Ask about how their culture feels about clinical mental health.
3. Ask about what barriers they feel keep people from seeking clinical mental health services.
4. Ask what resilience means to them.
5. Ask how their heritage, attitudes, beliefs, or understandings have impacted their worldview.

The other five questions are up to the student, however, make sure they are not offensive, and are appropriate. Be sure to appropriately cite sources according to APA style and to include quotation marks for direct quotes
(See Appendix B) 3.B.2., 3.B.3., 3.E.9., 3.C.11.

Multiculturalism and Ethics Paper: (60 pts.)
***Please turn in the assignment to D2L and the Tk20 link.**
Students will write a paper using correct in-text citations, and correct APA sources on their reference page. Students will address the history of multiculturalism in mental health, and ethics. Students may use their textbook and other academic resources to write this paper. Within the history section, students will write a brief history of multiculturalism. Students will address strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. Students will also address relevant strategies for addressing career development, and ways to advocate diverse client's career, education, and employment. Within the sections, students will discuss why it's necessary to have a working understanding of diverse populations when working in the clinical mental health field. Students will also address counseling theories and techniques utilized with diverse populations. Within the ethics section, students will address ethics when working with diverse populations. Students will also address multicultural counseling competencies. Students should reference the American Counseling Association's (2014) *Code of Ethics*, or the American Mental Health Counselor Association's (2020) *Code of Ethics*. Students will then write a reflection to end their paper (See Appendix C) 3.A.10, 3.B.2, 3.B.3.

Midterm Exam (20 pts.)
***Please complete the exam on D2L.**
*Before you begin, please take 10-30 minutes utilizing mindfulness techniques to create a positive and safe space to take your exam.

There will be a midterm exam over chapters one through 12. Students will be able to take the exam twice, with the highest grade being kept. (See Appendix D) 3.B.2., 3.B.3., 3.B.9., 3.B.10., 3.C.11., 3.E.13., 3.E.14, 3.E.15

Final Exam (20 pts.)
*Please complete the exam on D2L.

*Before you begin, please take 10-30 minutes utilizing mindfulness techniques to create a positive and safe space to take your exam.

There will be a final exam over chapters 13-26. Students will be able to take the exam twice, with the highest grade being kept. (See Appendix E) 3.B.2.,3.B.3., 3.B.9., 3.B.10., 3.C.11., 3.E.13., 3.E.14, 3.E.15

Extra Credit

There is no extra credit offered 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. Any late papers will be lowered ***-2pts per day**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable number of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

Make Up Work/Tests

No make up work or tests are offered in this course.

Important Dates

Last day for term schedule changes: August 24-27, 2026 Check date on Academic Calendar.
Deadline to file for graduation: September 21, 2026. Check date on Academic Calendar.
Last Day to drop with a grade of "W:" November 23, 2026. Check date on Academic Calendar.
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

Regular participation is essential for success, because many of the skills covered in this course are not taught in textbooks. Graduate students are expected to log into D2L regularly, as this is considered class "attendance".

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 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. 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

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

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, Disability Support Services, Student Wellness Center, Phone: 940-397-4140, Email: disabilityservices@msutexas.edu, Website: DSS Webpage. 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 WATC. 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 MSUReady – Active Shooter. 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:

Week or Module	Activities/Assignments/Exams	Due Date
Week 1 10/19 to 10/25	Syllabus Review Chapters 1-3	Read Chapters 1-3 Discussion Board Post and Reply due Sunday before 11:59 pm central.
Week 2 10/26 to 11/1	Chapters 4-6	Read Chapters 4-6. Discussion Board Post and Reply due Sunday before 11:59 pm central. .
Week 3 11/2 to 11/8 KPI 3.B.2. 3.B.3. 3.E.9. 3.C.11.	Chapters 7-10 Culturally Diverse Interview and Paper Appendix B due on D2L by November 8, 2026 at 11:59 pm central.	View film: The Pathology of Privilege: https://vimeo.com/7908057 Culturally Diverse Interview and Paper Appendix B due on D2L. Discussion Board Post and Reply and Assignment due Sunday before 11:59 pm central.

Week or Module	Activities/Assignments/Exams	Due Date
Week 4 11/9 to 11/15 KPI 3.B.2. 3.B.3. 3.B.9. 3.B.10. 3.C.11. 3.E.13. 3.E.14 3.E.15	Chapters 11 and 12. Complete Midterm Exam Appendix C due 11/15/26 by 11:59 pm central on D2L.	Discussion Board Post and Reply and Exam due Sunday before 11:59 pm central.
Week 5 11/16 to 11/22	Chapters 13 through 18.	Discussion Board Post and Reply due Sunday before 11:59 pm central.
Week 6 11/23 to 11/29 KPI 3.A.10 3.B.2 3.B.3.	Chapters 19 through 21. Multiculturalism and Ethics Paper Appendix C due 11/29 by 11:59 pm central on D2L and the Tk20 Link.	Discussion Board Post and Comment. Multiculturalism and Ethics assignment due Sunday before 11:59 pm central.
Week 7 11/30 to 12/4	Chapters 22-26	Discussion Board Post and Comment due Sunday before 11:59 pm central.

Week or Module	Activities/Assignments/Exams	Due Date
Week 8 12/5 to 12/11 3.B.2. 3.B.3. 3.B.9. 3.B.10. 3.C.11. 3.E.13. 3.E.14 3.E.15. *Friday, December 11, 2026	Complete Final Exam on D2L Appendix E before Friday, December 11, 2026 by 11:59 pm central.	Complete Final Exam on D2L Appendix E before Friday, December 11, 2026 by 11:59 pm central.

APPENDIX A

DISCUSSION BOARD POSTS

Rubric of Online Assignments and Comments (Possible 20 Pts.)

Appendix A

CACREP Standards:

2: 1.a. , 2: 1.d., 2: 1.e., 2: 1.f., 2: 1.k., 5C: 1.e., 5C: 2.d., 5C: 2.f., 5C: 2.j., 5C: 2.l., 5C: 3.b., 5C: 3.e.

Students will receive participation points each week that goes into their final grade.

Rubric of Online Assignments and Comments (Possible 105 Pts.)
Week 1 (15 pts)
Week 2 (15 pts)
Week 3 (15 pts)
Week 4 (15 pts)
Week 5 (15 pts)
Week 6 (15 pts)
Week 7 (15 pts)

Collaboration is more important in the online learning environment. With that in mind, it is critical that we get to know one another when communicating online. *To promote community, we will be utilizing this forum to create a community during this course.

Each week you will be required to write your own post and at least one *__substantive__ response to a peer. In this program's courses, we use the discussion board as a way to "attend" weekly. During the course, we will be using the discussion board to share our learning and experiences. *__For your post each week, you must write at least three academic paragraphs, at least five sentences each paragraph.__ Please make sure to create an original post each week and comment on at least one other student's post. If you use resources in your post, please be sure to appropriately cite them in-text and put them as a reference at the bottom of your post in proper APA 7 formatting.

*__Responses to peers must be substantive and be a minimum of one paragraph made up of 5-7 sentences.__ Replying "Great post" to a peer is not substantive, and will result in loss of credit.

APPENDIX B

Culturally Diverse Interview and Paper: (50 pts.)

Students must ask at least 10 questions. Five of the 10 questions are provided below for you.

Please be sure to ask the following questions among your 10.
1. Ask about the role of power and privilege have played in their life.
2. Ask about how their culture feels about clinical mental health.
3. Ask about what barriers they feel keep people from seeking clinical mental health services.
4. Ask what resilience means to them.
5. Ask how their heritage, attitudes, beliefs, or understandings have impacted their worldview.

The other five questions are up to the student, however make sure they are not offensive, and are appropriate.

- APA 7 Cover Page
- Introduce the Interviewee In at least five sentences, please introduce your interviewee.
- Interview Questions Please list your questions and answers in transcript format.
- Reflection In at least two academic paragraphs, five sentences each, ten sentences total, please reflect on the interview.
- Moving Forward In at least two academic paragraphs, five sentences each, ten sentences total, please discuss how you will utilize the knowledge gained in your profession moving forward.
- References

Please see the grading rubric on the following page.

Culturally Diverse Interview and Paper Rubric: (Possible 50 Pts.)

Assignment Component	Improvement Needed 1-4	Developing 5-6	Proficient 7-8	Accomplished 9-10	Score
Identify the interviewee	Some understanding and information of the interviewee	Basic understanding and information of the interviewee	Good understanding and information of the interviewee	In-depth understanding and information of the interviewee	
Interview questions	4-6 questions asked and answered	7-9 questions asked and answered	At least 10 questions, with short answers given.	At least 10 well written and asked questions to induce thought provoking and educational	

				answers	
Written reflection of the interview	Little description and analyzing of the interview	Basic description and analyzing of the interview is the assessment	Acceptable description and analyzing of the interview	In-depth description and analyzing of the interview	
Exploration on how the information gathered during the interview will impact the student moving forward	Has minor difficulty evaluating the information and future usage.	Evaluates and discusses how to use the information gathered in the future	Evaluates and discusses how to use the information gathered in the future within their field of study	In-depth evaluation and discussion how to use the information gathered in the future within their field of study using examples from class readings and literature.	
APA Formatting	Student jumps around in formatting and content	Cohesive paper in mostly APA formatting	Succinct and Cohesive paper, mostly in APA formatting	Demonstrates strong knowledge, well throughout ideas, succinct, cohesive, and in APA formatting.	

Appendix C

Multiculturalism and Ethics Paper (60 pts.)

*Please turn in the assignment to D2L and the TK20 link.

- **APA 7 Cover Page**
- **Introduction to the Assignment** Within at least five sentences, please introduce the assignment.
- **History** Within two academic paragraphs, five sentences each, ten sentences total, please give a brief history of multiculturalism. Within at least five sentences, please address strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. Within at least five sentences, please address relevant strategies for addressing career development, and ways to advocate diverse client's career, education, and employment.
- **Differences** In at least two academic paragraphs, five sentences each, ten sentences total, please discuss why it's necessary to have a working understanding of different populations when working in the clinical mental health field. In at least two academic paragraphs, five sentences each, ten sentences total, please address counseling theories and techniques utilized with diverse populations.

- **Ethics** In at least two academic paragraphs, five sentences each, ten sentences total, please address the ethics necessary when working with clients specifically diverse populations. Please be sure to reference the American Counseling Association's (2014) Code of Ethics, or the American Mental Health Counselor Association's (2020) Code of Ethics. In at least two academic paragraphs, five sentences each, ten sentences total, please discuss multicultural counseling competencies.
- **Reflection** Within at least five sentences, please reflect on the assignment. You may use personal opinion and belief within your reflection.
- **References**

Please see grading rubric on the following page.

Multiculturalism and Ethics Paper (60 pts.)

Criterion	***Improvement Needed*** 1-4	***Developing*** 5-6	***Proficient*** 7-8	***Accomplished*** 9-10	***Pts***
FACULTY USE ONLY =	Parts are missing or incomplete and/or quality is poor	All parts are complete but quality needs improvement	All parts are complete and quality is acceptable	All parts are complete and quality is exceptional	
Introduce the Assignment	Student does not introduce the assignment.	Student vaguely introduces the assignment.	Student introduces the assignment but it's not at least five sentences, and there is no heading.	Student introduces the assignment in at least five sentences, and has the Introduction to the Assignment heading.	
History	Student does not address the components necessary within the history section.	Student vaguely addresses the components necessary within the history section.	Student addresses the components necessary within the history section but is missing the amount of academic resources needed to back up their ideas.	Student addresses the components necessary within the history section and has the appropriate amount of academic resources needed to back up their ideas.	
Differences	Student does not address the components necessary within the differences section.	Student vaguely addresses the components necessary within the differences section.	Student addresses the components necessary within the differences section but is missing the amount of academic resources needed to back up their ideas.	Student addresses the components necessary within the differences section and has the appropriate amount of academic resources needed to back up their ideas.	
Ethics	Student does not address the components necessary within the ethics section.	Student vaguely addresses the components necessary within the ethics section.	Student addresses the components necessary within the ethics section but is missing the amount of academic resources needed to back up their ideas.	Student addresses the components necessary within the ethics section and has the appropriate amount of academic resources needed to back up their ideas.	
Reflection	Student does not write a reflection paragraph.	Student vaguely writes a reflection paragraph.	Student writes a reflection paragraph but it's not at least five sentences, and there is no heading.	Student's reflection paragraph is in at least five sentences, and has the Introduction to the Assignment heading.	

Organization Syntax; Grammar, Spelling, Punctuation.	Student does not write at the graduate level, major APA errors, major grammatical errors, or major academic writing errors.	Student does write at the graduate level, however, has major APA errors, major grammatical errors, or major academic writing errors.	Student writes at an academic level, however has minor APA errors, minor grammatical errors, or minor academic writing errors.	Student writes in an academic level, has very few errors combined within APA, grammar, and academic writing.	

Appendix D

Midterm Exam (20 pts.)

CACREP Standards:

2: 1.a. , 2: 1.d., 2: 1.e., 2: 1.f., 2: 1.k., 5C: 1.e., 5C: 2.d., 5C: 2.f., 5C: 2.j., 5C: 2.l., 5C: 3.b., 5C: 3.e.

Students will take a midterm exam. Students will be able to take the exam twice with the highest grade being kept.

Appendix E

Final Exam (20 pts.)

CACREP Standards:

2: 1.a. , 2: 1.d., 2: 1.e., 2: 1.f., 2: 1.k., 5C: 1.e., 5C: 2.d., 5C: 2.f., 5C: 2.j., 5C: 2.l., 5C: 3.b., 5C: 3.e.

Students will take a final exam. Students will be able to take the exam twice with the highest grade being kept.

***I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.**