

**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 1:00 am -3:30 pm; 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.

White Fragility: Why It's So Hard for White People to Talk About Racism. Robin Diangelo (This book can be purchased anywhere online)

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 Jan 11-17	2.a.; 2.b.	Obstacles to Cultural Competence: Understanding Resistance to Multicultural Training  The Superordinate Nature of Multicultural Counseling and Therapy	Chapters 1 & 2	Introductions via <u>Discussion Board</u> in D2L.  Chapters 1 and 2 <u>Discussion Board</u> in D2L.
2 Jan 18-24	2.c. (KPI); 4.g; 4.j., 5.d.	Multicultural Counseling Competence and Therapists of Marginalized Groups Social Justice and Career	Chapter 3  Arthur, N., Collins, S., Marshall, C., & McMahon, M. (2013). Social Justice Competencies and Career Development Practices.	Reaction to Chapter 3 via <u>Discussion Board</u> in D2L
3 Jan 25-31	2.e.; 7.m.	The Political and Social Justice Implications of Counseling and Psychotherapy	Chapter 4  After reading chapter 4 watch this film in its' entirety at the link below:  <a href="https://www.youtube.com/watch?v=Q_IBE94hh9s">https://www.youtube.com/watch?v=Q_IBE94hh9s</a>	<b>Reaction paper (1) on Chapters 1-3 of White Fragility due Jan 31</b>
4 Feb 1-7	2.d.; 6.g.	The Impact of Systemic Oppression: Counselor Credibility and Client Worldview	Chapter 5  Singh, A, Merchant, N., Skudrzyk, B, & Ingene. (2012). Association for Specialists in Group	Chapter 5 <u>Discussion Board</u> in D2L.

Class Session	CACREP Standards	Topics	Materials	Activities/ Assignments
		Social Justice Competence and Group	Work: Multicultural and Social Justice Competence Principles for Group Workers.	
5 Feb 8-14		Microaggressions in Counseling and Psychotherapy	Chapter 6	<b>Reaction paper (2) on White Fragility Chapter 4-6 due Feb 14 by midnight via Dropbox in D2L.</b>
6 Feb 15-21	2.f.; 2.h	Barriers to Multicultural Counseling and Therapy: Individual and Family Perspectives	Chapter 7	Chapter 7 <u>Discussion Board</u> in D2L.
7 Feb 22-28	2.g	Communication Styles and Its Impact on Counseling and Psychotherapy  Social Justice	Chapter 8	Chapter 8 <u>Discussion Board</u> in D2L.
8 Mar 1-7		<b>Mid-term week</b>		Mid-term exam to be completed by Sunday, MAR 7 at midnight. <b>No exceptions!!!</b>
9 Mar 8-14	3.g., 3.i.	Racial/Cultural Identity Development in People of Color: Therapeutic Implications  White Racial Identity Development: Therapeutic Implications	Chapters 11 and 12	After reading chapters 11 and 12, watch the film The Color of Fear in its' entirety, then write reaction paper.  <b>Reaction paper (3) on film due Mar 14 by midnight via Dropbox in D2L.</b>

Class Session	CACREP Standards	Topics	Materials	Activities/ Assignments
		Watch film: The Color of Fear		
10 Mar 15-21		<b>BREAK</b>	<b>SPRING</b>	<b>BREAK</b>
11 Mar 22-28	2.d.	Counseling African Americans	Chapter 14	<b>Reaction paper (4) on White Fragility Chapters 7-9 due Mar 28 by midnight via <u>Dropbox</u> in D2L.</b>
12 Mar 29-Apr 4	2.a.(KPI); 2.d.	Counseling American Indians and Alaska Natives	Chapter 15	Reaction to Chapter 14 or 15 via <u>Discussion Board</u> in D2L
13 Apr 5-11	9.2.j.	Counseling Asian Americans and Pacific Islanders	Chapter 16	Reaction to Chapter 16 via <u>Discussion Board</u> in D2L.
14 Apr 12-18 Break	9.2.j.	Counseling Latinas/os Americans Film	Chapter 17	Reaction to Chapter 17 via <u>Discussion Board</u> in D2L.
15 Apr 19-25	8.j.	Culturally Competent Assessment	Chapter 13	<b>Reaction paper (5) on White Fragility Chapters 10-12 due Apr 25 by midnight via <u>Dropbox</u> in D2L.</b>
16 Apr 26-29	<b>PLEASE BE AWARE THE SEMESTER ENDS ON THURSDAY</b>	<b>Final exam week</b>		Final exam to be completed by April 29 at midnight. <b><u>No exceptions!!!</u></b>

### **Assessment and Assignments:**

Student performance of knowledge and skills will be formally assessed through the following:

#### **Reaction Paper 1 (White Fragility) - Due Jan 31 – (KPI) CACREP 2.a.**

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 3-5 pages double-spaced.**

#### **Reaction Paper 2 (White Fragility) - Due Feb 14 – CACREP 2.a.**

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 3-5 pages double-spaced.**

#### **Reaction Paper 3 (The Color of Fear/Racial Models)- Due Mar 14**

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 2-3 pages double-spaced.**

#### **Reaction Paper 4 (White Fragility) - Due Mar 28 – CACREP 2.a.**

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 3-5 pages double-spaced.**

## Reaction Paper 2 (White Fragility) - Due Apr 25 – CACREP 2.a.

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 3-5 pages double-spaced.**

### Mid-term Exam

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

### Final Exam

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

### Grading Procedures:

Assignments	Points
Discussion Posts/Participation (25pts each x 8)	200
Reaction papers (5@50 pts each)	250
Mid-term exam	100
Final exam	100
Total Points	650

Grade	Points
A	650-600
B	599-550
C	549-500
D	499- 450
F	449 and below

## **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:**

Attendance and participation are important components of the course. Students are expected to be active in the classroom weekly unless extenuating circumstances exist. **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.

## **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.

**References:**