COURSE OUTLINE

COUN 561
Multicultural Issues in Counseling
3 Semester Credits
[days]
[times]
Room #: [location]
[term, year]

PROFESSOR:
[professor name]
Office Hours: [days/times]
Office: [office location]
Phone Number: [professor phone]
[professor email]

I. COURSE DESCRIPTION:

Study of contemporary issues related to multicultural counseling. Aside from introduction to various cultures and their norms, this course also addresses theories of multicultural counseling and counseling interventions based on these theories as they are applied to various populations. In addition, attention is given to the counselor’s role as a liaison or agent of change for the culturally pluralistic society in both school and clinical mental health settings.

II. REQUIRED READING:


III. SUPPLEMENTAL READING:

1. Selected books and articles:


2. **Selected Relevant Websites:**

   - American Counseling Association: [http://www.counseling.org/](http://www.counseling.org/)
   - Association for Multicultural Counseling and Development: [http://www.amcdaca.org/amcd/default.cfm](http://www.amcdaca.org/amcd/default.cfm)

IV. **COURSE ALIGNMENT WITH CONCEPTUAL FRAMEWORK:**

   This course is congruent with the *Conceptual Framework* of the School of Education and Psychology. This Conceptual Framework is aligned, in turn, with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core curricular experiences and student learning outcomes established for Clinical Mental Health and School Counseling programs.

   **To Serve, To Lead, To Transform**

   A. **Mission of the School of Education and Psychology:** Our mission is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.

   B. **Goal of the School of Education and Psychology:** The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to become effective in the following roles: (1) a caring person, (2) an informed facilitator, (3) a reflective decision maker, and (4) a committed professional. Together these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.
C. Core Curricular Experiences and Learning Outcomes:

1. As a Caring Person, the counselor candidate is provided with curricular experiences in the areas of social and cultural diversity, helping relationships, and group work. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
   (a) effective counseling, prevention, and intervention;
   (b) service to clients who represent diverse populations; and
   (c) advocacy to better the lives of individuals and communities.

2. As an Informed Facilitator, the counselor candidate is provided with curricular experiences in the areas of assessment, human growth and development, and career development. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite for:
   (a) meaningful assessment that facilitates a plan of action,
   (b) diagnosis leading to appropriate treatment, and
   (c) promoting optimal academic development in the school setting.

3. As a Reflective Decision Maker, the counselor candidate is provided with curricular experiences in the area of research and program evaluation. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
   (a) conduct research that contributes to the knowledge base of the profession;
   (b) critically evaluate research and apply current information to decision making; and
   (c) conduct meaningful program evaluations that inform development and enhance services.

4. As a Committed Professional, the counselor candidate is provided with curricular experiences in the area of professional orientation and ethical practice. The counselor candidate is then expected to demonstrate the knowledge, skills, and practices requisite to:
   (a) applying and adhering to ethical and legal standards specific to the counseling practice;
   (b) adhering to the professional orientation and roles that are relevant to the counseling practice;
   (c) collaborating and consulting with other professionals, both within the clinical or school setting and with other community professionals;
   (d) utilizing the foundation knowledge specific to the area of counseling practice, and
   (e) leading in the development and management of counseling practice in a clinical or school setting.

V. KNOWLEDGE, SKILL, AND PRACTICE OUTCOMES:

Upon successful completion of this course, students should be able to:

1. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. [CACREP MH-D2]*
2. Understand how living in a multicultural society affects clients who are seeking clinical mental health counseling services. [CACREP MH-E1]
3. Understand the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client. [CACREP MH-E2]

4. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. [CACREP MH-E3]

5. Understand effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling. [CACREP MH-E4]

6. Understand the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare. [CACREP MH-E5]

7. Demonstrate ability to modify counseling systems, theories, techniques and interventions to make them appropriate for diverse populations. [CACREP MH-F3]

8. Understand the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning. [CACREP SC-E1; TNSC 2]

9. Identify community, environmental, institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students. [CACREP SC-E2; TNSC 2]

10. Understand the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. [CACREP SC-E3; TNSC 2]

11. Understand multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement. [CACREP SC-E4; TNSC 2]

* Identifiers between brackets refer to the Clinical Mental Health (MH) and School Counseling (SC) domains required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the Tennessee licensure standards for school counselors (TNSC) to which the given course expected outcome contributes.

VI. METHODS OF INSTRUCTION:

The instructor will use a variety of methods of instruction, including lectures, audiovisual media, class discussions, analysis of personal experience and case studies, in-class and field activities, guest speaker presentations, readings, papers, and quizzes.

VII. DIVERSITY CONSIDERATIONS:

This course is permeated with topics addressing diversity issues in the context of clinical mental health and school counseling services. Every class discussion and course requirement has been designed to address the wide variety of issues that arise in the practice of multicultural counseling.
VIII. INCORPORATION OF TECHNOLOGY:

During this semester, students will have the opportunity to react to video cases that focus on topics relevant to the content of this course.

IX. INCORPORATION OF RESEARCH:

1. Students:

Students in this course will become familiar with current important themes that are present in the multicultural counseling professional literature. Students will also study the issues that are predicted to guide future theory, ethics, practice, and research in the multicultural counseling field.

2. Instructor:

The instructor will incorporate counseling-related research to this course by using and infusing into class discussions and activities the professional literature resources listed below. Other research resources will be included as appropriate.


X. COURSE CONTRIBUTION TO THE SEP GOAL OF SERVANT LEADERSHIP AND INTEGRATION OF FAITH AND LEARNING:

As stated above, the goal of the SEP counselor education unit is to facilitate the comprehensive development of professionals as servant leaders in their communities. Toward that goal, students will be required to work in pairs or small groups in order to complete a number of assignments. These assignments will facilitate the development of leadership, strategic planning, communication, critical analysis, reflection, and team-building skills that are necessary for students to function as servant leaders. Issues of faith and spirituality will also be examined as an

XI. CLASS POLICIES:

1. Special Needs Accommodations:

In keeping with University policy, any student with a disability who needs academic accommodations should contact Disability Support Services at 236-2574 or stop by Lynn Wood Hall, room 137 to arrange a confidential appointment with the Disability Services Coordinator (DSC) before or during the first week of classes. (Students who request accommodations after the third week of the semester might not complete the process in time to receive accommodations for that semester.) Legally, no retroactive accommodations can be provided. For more details, visit the Disability Support Services website at www.southern.edu/disabilitysupport.

Accommodations for disabilities are available only as recommended by Disability Support Services. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their professors in relation to particular course requirements.

2. Academic Integrity:

Morally and spiritually, Southern Adventist University is dedicated to scholastic integrity. Consequently, both students and faculty are required to maintain high, ethical Christian levels of honesty.

Instructor Responsibilities:
  a) The instructor will explain clearly the requirements for assignments, examinations, and projects.
  b) The instructor will assume “no collaboration” is the rule unless he or she states otherwise.

Student Responsibilities:
  a) Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise students might innocently misrepresent others’ material as their own.
  b) Procedures for citing sources must follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should confer with the instructor and make every effort to become familiar with the current Publication Manual of the American Psychological Association.
  c) Students are to assume that all course work is “no collaboration” unless stated otherwise by the instructor.
  d) The instructor reserves the right to check students’ resources to ensure that appropriate citations have been used.
If the instructor suspects that academic dishonesty has occurred in this class in any form, he or she will take the following steps:

1. Privately discuss the incident with the student.
2. After the meeting, if the instructor is convinced the student was dishonest, he or she will file an incident report with the Graduate Dean describing the infraction and the penalty administered. The instructor will also give a copy of the report to the student.
3. In verified instances of academic dishonesty, applied penalties may include the following:
   - Record a failing grade on the exam, assignment, or project.
   - Assign a failing grade in the class.
   - Allow the student to resubmit the assignment with a reduced value for the assignment.
   - Assign the student a paper, project, or activity that improves the student’s understanding of the value and nature of academic integrity.
4. After two reported incidents of academic dishonesty, the Graduate Dean will notify the Dean of the School of Education and Psychology and the Director of Graduate Programs in Counseling. Two incidents also make a student eligible for dismissal from the University.
5. At any point, the student may appeal any of the above actions through the established appeal procedures spelled out in the “Grievance Procedures” section of the current Counseling Student Handbook.

3. Attendance and Participation:

Students are expected to be present and punctual. Students’ participation and involvement are what will make the class meaningful to them. This is enhanced by having studied the assigned readings ahead of the class sessions in which the specific topics will be discussed (see course schedule for dates), and by bringing questions and observations to add to the class discussions.

4. Make-up or Late Work and Extra-credit:

All assignments are due on the dates specified in the course outline and must be submitted by the beginning of the class period. Late work does not generate credit. It is the student’s responsibility to plan ahead and deliver a product in a professional manner. If, however, students are experiencing an unusual circumstance, the instructor must be contacted as soon as possible regarding the situation. If there is not an extenuating circumstance and an assignment is partially completed when it is due, students should go ahead and submit the project as it is for partial credit. Note that there are no extra-credit assignments in this course.

5. Course Evaluation:

Near the end of the semester, students will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. The online evaluation may be accessed at access.southern.edu. Students may log in using your SAU e-mail login and password, and then select Course Evaluation from Course Tools. All comments
and evaluations are completely anonymous and the results are made available to professors only after grades are submitted to the Records Office.

XII. COURSE REQUIREMENTS AND ASSESSMENT:

1. Attendance and Participation:

Unexcused absences will lower students final grade (2% for every class missed, for a maximum of 10%). Two late arrivals will constitute one absence.

Exceptions to this stipulation may be provided by the instructor only in cases of extenuating circumstance (e.g., serious illness, accident). If a student should miss a class period for whatever reason, it will be his/her responsibility to find out from a colleague what happened in class, to master the concepts and skills covered, and to obtain a copy of any material distributed.

In addition, credit will not be given for attendance on any class session when a student is observed:

• Using laptop computers, cell phones, or I-pads to complete requirements for other courses, to chat with friends, to answer e-mails, or to simply find entertainment on the internet while the instructor or any classmate is speaking. Laptop computers will only be allowed for class presentations, to engage the rest of the class in a meaningful learning activity, or to complete in-class assignments directed by the instructor.

• Sustaining private conversations, interrupting others, making negative comments about others and/or displaying any type of behavior that is considered to be disruptive and disrespectful in a class setting.

2. Quizzes:

Nine (9) quizzes will be given. The quizzes will consist of multiple-choice questions assessing the assigned reading material. One quiz missed or with the lowest score will be dropped from the final grade. Other quizzes not taken will receive an automatic grade of F and will be included in the final grade. Exceptions to this stipulation may be provided by the instructor only in cases of extenuating circumstance (e.g., serious illness with corresponding documentation from a healthcare provider).

3. Field Experience Reports:

Students will be required to attend three (3) church/community meetings where members of culturally different groups are gathered. They will need to choose groups that are unfamiliar to them or groups for which they have certain curiosity because they know little about them. Examples of places students could visit are, African American, Asian American, and Hispanic American churches, mosques, synagogues, Native American historical sites (e.g., New Echota in Calhoun, Georgia). If students are part of any of these groups, they will then be expected to
attend a meeting where members of the Anglo American community are gathered. If they have any difficulty finding a place where any of these groups meet, they will need to discuss their concern with the instructor for alternative options. A short form will be provided in class for students to report on this experience.

4. **Case Study Reports:**

   Students will be required to conduct an in-depth examination of eight (8) given case situations. Working in small-groups that simulate real-life meetings which take place in professional counseling settings (e.g., staff meetings in clinical mental health agencies, IEP meetings in school settings, etc.), students will determine how to intervene in the situation using competent multicultural counseling skills. Specific guidelines to complete these reports will be provided in class. Written reports will be due on the following class period. See Course Calendar Section for specific dates.

5. **Racial Identity Paper (140 points):**

   Students will examine their racial identity development in light of the models found in the professional literature. They will also reflect on their life experiences and determine the racial identity developmental stage or status they have attained at present. How do they think their unique experience and the stage or status they have reached will affect the counseling process with diverse populations? How would their experience facilitate or hinder this process? What specific steps would they take to become effective multicultural counselors? This paper should be 7 to 10 double-spaced pages long and have a minimum of 10 references. Additional guidelines to complete this paper will be provided in class.

   **Portfolio item:** The completed paper will also be presented in the candidate’s portfolio, Section IV.1.

### XIII. COURSE GRADING SYSTEM:

1. **Testing Methods:**

   Evaluation will be conducted through cumulative, multiple choice quizzes, experiential activities, case studies and reports, and a research paper. For more specific information about testing methods for this course, please refer to the description of course requirements found elsewhere in this syllabus.

2. **Grading Criteria:**

   The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The Expected Outcome column indicates the specific desired outcomes (refer to this syllabus section V-Knowledge and Skill Outcomes) being assessed by the given requirement.
### Course Requirement

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Number of Points</th>
<th>Percentage</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>40</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td>80</td>
<td>20</td>
<td>2, 3 – 7, 10</td>
</tr>
<tr>
<td>Field Experience Reports</td>
<td>60</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Case Reports</td>
<td>80</td>
<td>20</td>
<td>1 - 10</td>
</tr>
<tr>
<td>Racial Identity Paper</td>
<td>140</td>
<td>35</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400</strong></td>
<td><strong>100</strong></td>
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</table>

3. **Distribution of scores:**

The following distribution of scores will serve as a guide in determining the final letter grades for this course:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Range</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>376 – 400</td>
<td>94 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>360 – 375</td>
<td>90 – 93%</td>
</tr>
<tr>
<td>B+</td>
<td>348 – 359</td>
<td>87 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>336 – 347</td>
<td>84 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>320 – 335</td>
<td>80 – 83%</td>
</tr>
<tr>
<td>C+</td>
<td>308 – 319</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>296 – 307</td>
<td>74 – 76%</td>
</tr>
<tr>
<td>C-</td>
<td>280 – 295</td>
<td>70 – 73%</td>
</tr>
<tr>
<td>D+</td>
<td>268 – 279</td>
<td>67 – 69%</td>
</tr>
<tr>
<td>D</td>
<td>256 – 267</td>
<td>64 – 66%</td>
</tr>
<tr>
<td>D-</td>
<td>240 – 255</td>
<td>60 – 63%</td>
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<tr>
<td>F</td>
<td>0 – 239</td>
<td>0 – 59%</td>
</tr>
</tbody>
</table>

4. **Evaluation Feedback:**

Feedback on activities or projects will be provided in a timely manner, usually by the following class period. Although care is exercised when scoring and recording grades, students should keep all grade results after they are returned. If there is a discrepancy, having these materials will be useful for clearing it up. If students have questions regarding any item, an appointment may be made to speak with the instructor regarding the matter.
Near the end of this semester, the instructor will assess student development toward the personal and professional goals students are expected to achieve as they progress through the Counseling program. This assessment is separate from the course requirements listed above, and in order to complete it, the instructor will fill out the *Evaluation of Personal and Professional Dispositions* form included in the Graduate Student Handbook. If the instructor has concerns about development in this area, he or she will discuss them with students individually. If, on the other hand, there are not any concerns, results will be handed out in class at the end of the semester; but no individual meeting will take place between the instructor and the student, unless the student requests it. Results will be submitted to students’ academic advisors and the SEP Unit Assessment System Manager. They will be reviewed by the Counseling Programs Council twice in the program:

1) When students are being considered for admission to candidacy, which occurs right before they enter their field experiences
2) During students last semester prior to graduation.

Results from these two reviews will be individually discussed by the faculty advisor and the student, whether there are or there are not reasons for concern.

### XIV. COURSE CALENDAR:

<table>
<thead>
<tr>
<th>Date</th>
<th>Content Area</th>
<th>CACREP Common Core Curricular Experiences</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>M–6/30</td>
<td>•Introduction to Course&lt;br&gt;•*Hays &amp; Erford, Ch. 1&lt;br&gt;The Culturally Competent Counselor</td>
<td>☑ II.G2b&lt;br&gt;Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients</td>
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<tr>
<td>T–7/1</td>
<td>•*Hays &amp; Erford, Ch. 2&lt;br&gt;Cultural Identity Development&lt;br&gt;•*Hays &amp; Erford, Ch. 3&lt;br&gt;Social Justice Counseling</td>
<td>☑ II.G2b&lt;br&gt;Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients&lt;br&gt;☑ II.G1i&lt;br&gt;Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients&lt;br&gt;☑ II.G2c&lt;br&gt;Theories of multicultural counseling, identity development,</td>
<td></td>
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<tr>
<td>Date</td>
<td>Assignments</td>
<td>Topics</td>
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| TH – 7/3 | • *Hays & Erford, Ch. 4* Racism and White Privilege  
• *Hays & Erford, Ch. 5* Gender and Sexism |  ✓ II.G2a Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally  
✓ II.G2d Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies  
✓ Quiz 1: Ch. 2 & 3 |
| M – 7/7  | • *Hays & Erford, Ch. 6* Sexual Orientation and Heterosexism  
• *Hays & Erford, Ch. 7* Social Class and Classism |  ✓ II.G2a Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally  
✓ II.G2d Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies  
✓ Quiz 2: Ch. 4 & 5  
✓ Field Experience Report 1 |
| T – 7/8  | • *Hays & Erford, Ch. 8* Disability, Ableism, and |  ✓ II.G2a Multicultural and pluralistic  
✓ Quiz 3: Ch. 6 & 7 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Notes</th>
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<tbody>
<tr>
<td>TH – 7/10</td>
<td>Ageism</td>
<td>• Hays &amp; Erford, Ch. 9</td>
<td>□ II.G2d Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies</td>
</tr>
<tr>
<td>M – 7/14</td>
<td>Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally</td>
<td>• Hays &amp; Erford, Ch. 10</td>
<td>□ II.G2a Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally</td>
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<tr>
<td>T – 7/15</td>
<td>Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally</td>
<td>• Hays &amp; Erford, Ch. 12</td>
<td>□ II.G2a Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally</td>
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<tr>
<td>TH – 7/17</td>
<td>Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally</td>
<td>• Hays &amp; Erford, Ch. 14</td>
<td>□ II.G2a Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally</td>
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<td>• Hays &amp; Erford, Ch. 15</td>
<td>□ II.G2d Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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</table>
| M – 7/21   | Alternative Approaches to Counseling Theories and concerns within and among diverse groups nationally and internationally | ✔ II.G2c Theories of multicultural counseling, identity development, and social justice  
✔ II.G2d Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies |
|            | A. Hays & Erford, Ch. 18  
Multicultural Diagnosis and Conceptualization  
B. Hays & Erford, Ch. 19  
Themes and Future Directions in Multicultural Counseling | ✔ II.G2d Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies  
✔ II.G2e Counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body  
✔ II.G2f Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination |
| T – 7/22   | Multicultural Counseling Applications                                     | ✔ Quiz 9: Ch. 18 & 19                                                 |
| TH – 7/24  | End of Course Discussions                                                 | ✔ Racial Identity Paper                                               |

[Term end]