

II. REQUIRED READING:

Hays, D. G., & Erford, B. T. (2018). *Developing multicultural counseling competence: A systems approach* (3rd. ed.). Boston, MA: Pearson Education, Inc.

Hays, P. A. (2016). *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy* (3rd. ed.). Washington D.C.: American Psychological Association.

III. SUPPLEMENTAL MATERIALS:

1. Selected books and articles:

Healey, J. F. & Stepnick, A. (2017). *Diversity and society: Race, ethnicity, and gender*. (5th ed.). Thousand Oaks, CA: SAGE.

Pedersen, P.B., & Carey, J. C. (2003). *Multicultural counseling in schools: A practical handbook*. Boston, MA: Pearson Education, Inc.

Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (2010). *Handbook of Multicultural Counseling* (Eds.) (3rd. ed.). Thousand Oaks, CA: Sage.

Ponterotto, J. G., Utsey, S. O., & Pedersen, P. B. (2006). *Preventing prejudice: A guide for counselors, educators and parents*. Thousand Oaks, CA: Sage.

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Warren, A. K., & Constantine, M. G. (2007). Social justice issues. In M. G. Constantine (Ed.). *Clinical practice with people of color* (pp. 231-242). New York: Teachers College Press.

2. Selected Relevant Websites:

American Counseling Association: <http://www.counseling.org/>

Association for Multicultural Counseling and Development:
<http://www.amcdaca.org/amcd/default.cfm>

Journal of Multicultural Counseling and Development:
<http://www.multiculturalcenter.org/jmcd/>

National Institute for Multicultural Competence:
<http://www.coedu.usf.edu/zalaquett/nimc/nimc.html>

Sociedad Interamericana de Counseling: <http://www.counselingamericas.org/>

IV. TECHNOLOGY REQUIREMENTS

Class meetings for this course will occur synchronously via Zoom. Therefore, students will need to have internet service at their location. They will also need to be equipped with a webcam and microphone, so that class experience can be productive and enjoyable.

V. ACADEMIC SUPPORT

The following resources are available to students in need of academic support:

eClass Help Desk: Email eclasshelp@southern.edu or call 423-236-2086.

Information Technology: Go to IT Workstation Support Desk in Wright Hall, call 423-236-2712, or email it-helpdesk@southern.edu.

McKee Research & Writing Center: The Writing Center, located in McKee Library, provides free writing support for all Southern students on all kinds of projects at any stage of the writing process. Writing tutors can help you brainstorm before you start writing, clarify ideas, organize your paper, strengthen specific sentences or paragraphs, work on grammar and mechanics, and cite sources correctly.

Schedule a 25-minute or 50-minute face-to-face or Zoom appointment at <https://trac.e.southern.edu>, or call the Center for assistance at 423.236.2014, or email Sonja Fordham, Director of the Writing Center at the McKee Library: sfordham@southern.edu. An appointment is not necessary: walk-ins are welcomed. If you just have a quick question, you may ask the question here: <https://southern.libanswers.com/writingcenter>.

Hours: Sundays 3 pm-8 pm, Mondays-Thursdays 9 am-8 pm, Fridays 9 am-12 pm.

The Tutoring Center, located in McKee Library, provides free peer tutoring for more than 50 courses. Students can meet with a tutor to review principles, learn content-specific study strategies, and enhance content area knowledge. Schedule a 50-minute face-to-face or Zoom appointment at <https://trac.e.southern.edu> or call the Center for assistance at 423.236.2578. All Tutoring Center appointments need to be scheduled at least 24 hours in advance. Tutoring Hours: Sundays-Thursdays 9 am-10 pm, Fridays 9 am-4 pm.

VI. BIBLICAL FOUNDATION OF THE COURSE

This course will be guided by a central concept taken from Galatians 3:26-29:

²⁶“So in Christ Jesus you are all children of God through faith, ²⁷for all of you who were baptized into Christ have clothed yourselves with Christ. ²⁸There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus. ²⁹If you belong to Christ, then you are Abraham’s seed, and heirs according to the promise.”

The goal of the SEP professional education unit is to facilitate the comprehensive development of professionals as servant leaders in their communities. Toward that goal, students will be required to collaborative to complete a number of 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 in a diverse society. Issues of faith and spirituality will also be examined as an integral part of competent multicultural counseling practice.

VII. KNOWLEDGE AND SKILL OUTCOMES

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

1. Know the multicultural and pluralistic characteristics within and among diverse groups nationally and internationally [CACREP 2.F.2.a]
2. Understand the theories and models of multicultural counseling, cultural identity development, and social justice and advocacy [CACREP 2.F.2.b]
3. Demonstrate multicultural counseling competencies [CACREP 2.F.2.c; TNSC 2]
4. Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others [CACREP 2.F.2.d; TNSC2]
5. Understand the effects of power and privilege for counselors and clients [CACREP 2.F.2.e]
6. Understand the help-seeking behaviors of diverse clients [CACREP 2.F.2.f; TNSC 2]
7. Understand the impact of spiritual beliefs on clients’ and counselors’ worldviews [CACREP 2.F.2.g; TNSC 2]

8. Identify strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination [CACREP 2.F.2.h; TNSC 2]
9. Know and recognize cultural factors relevant to clinical mental health counseling [CACREP 5.C.2.j]
10. A general framework for understanding differing abilities and strategies for differentiated interventions [CACREP 2.F.3.h]
11. Understand the effects of crisis, disasters, and trauma on diverse individuals across the lifespan [CACREP 2.F.3.g]

Identifiers between brackets refer to the counseling core and specialty domains of Clinical Mental Health and School Counseling 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.

VIII. HOW THE COURSE WORKS

A. Policies and Procedures

1. Disclaimer:

The professor reserves the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified if/when any changes are made.

2. Disabilities and Accommodations

1. In keeping with the University's policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge (*i.e. physical, learning, psychological, ADHD or other type*), you are strongly encouraged to contact Disability Support Services (DSS) at 423-236-2544 or stop by stop the Bietz Center for Student Life, Suite 3900. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website [here](#).
2. ONLINE COURSES: Students taking online courses from off-campus locations may also contact the DSS through email at dss@southern.edu.

3. Academic Honesty

1. Faculty Responsibilities:
 - i. Professors must clearly explain the requirements for assignments,

examinations, and projects, such as “open book,” “take home,” or “peer collaboration.”

- ii. Professors may assume “no collaboration” is the rule unless they state otherwise.

2. Student Responsibilities:

- i. 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.
- ii. Procedures for citing sources must follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should confer with their professor and make every effort to become familiar with the current *Publication Manual of the American Psychological Association*.
- iii. Students are to assume that all course work is “no collaboration” unless stated otherwise by the professor.
- iv. The professor may require students to submit papers through Turnitin, an originality checker application, and/or submit students’ work to Turnitin once they have completed it.

3. TurnItIn:

Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted. While the use of Turnitin may not be initially required on all assignments, professors at Southern may submit students’ work to Turnitin or require that they do so.

4. Profile Picture Policy

- 1. All students enrolled in an online class at Southern Adventist University must upload a profile picture (instructions here) of themselves to the learning management system (LMS) used by Southern: eClass. For on-campus students, this picture is linked to the picture on their Southern ID card. The purpose of this is so that students and professors can better connect with the individual they will be working with over the course of the semester. Students who do not comply may not be able to register for future online courses. Students must keep in mind when uploading their profile picture, that it must meet the following guidelines:
 - i. The photo should be a full-face likeness, similar to a passport photo or driver’s license photo. No variations permitted.
 - ii. Attire worn in the photo should adhere to the Southern Adventist University dress code.

- iii. The photo should show *only* you; there should be no distractions such as additional people or pets in the photo.

5. Student Authentication (distance education students only)

1. The Higher Education Opportunity Act of 2008 [viewable [here](#); see p. 3325] requires Southern Adventist University to authenticate the identity of all students who enroll in distance education courses offered by the university. Southern requires students enrolled in an online course or program to authenticate their identity at the time of initial registration in their first semester at Southern in order to ensure that a student who is enrolled is the same student who completes and submits work and assignments in that course or program. This process helps protect the integrity of the education provided by Southern Adventist University.
2. Students should authenticate their identity by using **ONE** of the following options:
 - i. Authenticate in person at Southern Adventist University.
 - ii. Authenticate online with a secure identity verification partner chosen by Southern Adventist University.
3. Students who do not authenticate their identity during their first semester in which they are enrolled in online classes will receive an incomplete in these course(s). If they do not complete their authentication by the end of the following semester, their final grade will automatically convert into an F. The student will not be allowed to register for further online classes until the authentication process is completed. In addition, non-compliance with the authentication policy may make the student subject to discipline according to the Procedures for Handling Academic Dishonesty in the Southern Adventist University Undergraduate or Graduate Catalog.

6. Add/Drop Policy

1. *Dropping a class* and completing all parts of the process to ensure that a class is dropped is the student's responsibility. Failure to comply with this procedure may result in a failing grade for the course.
2. *A grade of Incomplete (I)* will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered. According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an "F." It is the student's responsibility to make arrangements with the professor to complete the course on time.

3. *Tuition Refund:* A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult the Graduate Handbook for the semester dates by which you must drop a class in order to receive a tuition refund. Prior to the deadline date, students not completing the course for any reason are required to complete the requirements for dropping the course.

B. INSTRUCTIONAL STRATEGIES/METHODOLOGY

1. Methods of Instruction

The instructor will use a variety of instructional methodologies, including: media-enhanced lecture, Zoom, videos, class discussion, analysis of case studies, role-plays, reflection on personal experiences, in-class and field activities, multimedia-based simulations, presentations, and other experiences.

2. Diversity Considerations

This course is infused 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.

3. 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.

Ainslie, R. (2011). Immigration and the psychodynamics of class. *Psychoanalytic Psychology, 28*(4), 560-568. Doi: 10.1037/a0025262

Cashwell, C. S., & Watts, R. E. (2010). The new ASERVIC competencies for addressing spiritual and religious issues in counseling. *Counseling and Values*, 55, 2-5.

Cashwell, C. S., & Young, J. S. (2011). *Integrating spirituality and religion into counseling: A guide to competent practice* (2nd. ed.). Alexandria, VA: American Counseling Association

Worthington, Roger L.; Soth-McNett, Angela M.; Moreno, Matthew V. (2007). Multicultural counseling competencies research: A 20-year content analysis. *Journal of Counseling Psychology*, 54(4), 351-361. doi:[10.1037/0022-0167.54.4.351](https://doi.org/10.1037/0022-0167.54.4.351)

4. eClass

1. The website for course access is eclass.e.southern.edu. Here students will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where students will access course grades. There are two ways that students can login to their online course. The course will appear as a link on their Southern Access account <https://access.southern.edu>. They can also put eclass.e.southern.edu into their browser and enter their username and password. If one method does not work, they may try the other method.
2. *System Requirements:* For system requirements, students will need to visit this page: <https://www.southern.edu/academics/academic-sites/online-campus/successful.html>

5. Class Attendance/Presence

1. *Attendance policy:*
 - i. On days and times designated in the Course Schedule, this course will include synchronous class meetings via Zoom. These meetings will include a worship thought, a time for teaching and discussion of course content, and a time for questions and clarification. Students must plan to attend these meetings. Regular attendance, punctuality, and participation are essential for success in this class. Therefore, they are required unless arrangements have been made **in advance** with the professor.

Generally speaking, professors will not excuse absences for reasons other than **illness, authorized school trips, or emergencies beyond the students' control**. If a student's absence does not fall into any of these three categories,

the student should expect that the absence will not be excused, and attendance credit will not be given.

- ii. Students will be required to share their Zoom video and remain visible to their classmates and professor until class is over. Students' attire should be appropriate for a classroom environment, even if they are connecting to class through Zoom.
- iii. Students who feel ill are encouraged to contact the University Health Center or another health care provider as soon as possible. Students may be asked to present documentation from a health provider to be excused for repeated absences from class due to illness. Students must communicate with their professor **before any absence or within 24 hours** from missed class meetings.
- iv. If for some reason, justified or not, students cannot attend a synchronous class meeting, viewing of the recording of the session is required. The recording can be accessed through eClass.
- v. For the most part, other than on Sabbath, students should enter eClass **daily**. Please note that the professor checks logs of eClass to ensure that students are actively engaging with the course materials. If a student is inactive or misses several assignments without initiating any communication with the professor about the reasons, the student may be contacted.

6. Communication

1. *eClass Announcements*

- i. To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check the "News Forum" under the Course Resources within your eClass course. All eClass announcements posted to the class will be considered public class announcements

2. *Southern Email*

- i. To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to regularly check their southern.edu email account. Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within 24-48 hours, except on the weekend. Emails sent on Fridays after 12:00 p.m. will be answered on Mondays.

An important reminder: when a student needs to send an email, the email subject should reflect the purpose of that email. Additionally, as the professor teaches more than one course simultaneously, students should also include the course prefix and number in every email subject line.

C. GRADES AND FEEDBACK PLAN

1. Accessing your grades in eClass

1. There are two places in eClass pertaining to grades. One place is the “Grades” link found in the navigation drawer on the very left side of the page. This section contains the overview of the grades you have received so far in the course. The list of items and the points received for each item is provided here.
2. The other location is called the Open Grader, which can be found by clicking on the course gear icon located near the top right side of the course page. This section contains a detailed look at each assignment and forum item in the grade book. You can view the grading rubric as it was returned to you, along with any comments made in the rubric by the professor. You can also dialog with the professor about your grade. A list of all the posts you made in a graded discussion is also available in this location.

2. Class Attendance & Participation

- a) Participation in class discussion is not only **expected**, but **required** from all students in order to practice skills and receive credit for the class. Lack of participation shows lack of interest in the subject, jeopardizing final grade. Reading of material should be completed prior to class so that student is prepared to participate in class discussions. If a class period is missed for whatever reason, it will be the student’s 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.
- b) **NOTE:** Class discussions have the purpose of promoting critical thinking, and they are not intended to create endless debates trying to prove who has the truth. Due to the topics of this class, debates should be conducted in a respectful manner. Students are encouraged to listen to the opinions of others even when they differ from the student’s own opinions, become vulnerable in the discussion of student’s own experiences, and seek the well-being of each other. As future counselors, students are to practice mutual courtesy, to learn that there are always two sides, and to understand that situations should be analyzed from all perspectives. No sarcasm, negative criticism, or any type of prejudice or discrimination will be tolerated against any individual or group. Some topics might present different points of view and might even go against students’ personal beliefs; however, students should participate in the discussions presenting their points of view. No discussion is intended to change students’ personal convictions.

Students should take every opinion as an opportunity to learn new concepts and determine if/when/how concepts would/ not be incorporated. Remember, there is beauty in diversity!

3. Submission Times and Late Work Caution

1. Course assignments are to be submitted electronically to the course site, unless specifically indicated on the *Course Calendar* that they should be completed directly on MindTap.
2. Late work is at risk of not being accepted unless prior approval is received from the professor. It is the students' responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, a student is ill or experiencing an emergency that is out of his or her control, the student must contact the professor immediately regarding the situation.
3. All assignments will be due on **Wednesday nights at 11:59 p.m.** unless otherwise specified in the *Course Calendar* or by the instructor. On very rare occasions, students might lose internet connection or have other technical difficulties when it is very close to submission time. This may cause additional stress for students who are trying to complete their assignments at the last minute. Given this possibility, it is strongly recommended that students plan to start and finish their assignments way ahead of the deadline. This will give them enough margin for unexpected circumstances.
4. The professor recognizes that some students might be trying to manage very complicated academic and/or work schedules during this semester. As a result, following the plan recommended above might not always be possible for them. For that reason, a period of grace will be given to complete assignments between Wednesdays at 11:59 p.m. and the next day (Thursday), at 4:00 p.m. (before class).
5. If an assignment has not been submitted 6:00 p.m. on Thursday, according to the course schedule, a grade of zero will be entered in the grade book. **Note:** Although the zero grade may not appear in the grade book exactly at noon on the due date, the eClass system will automatically register the date and time when an assignment was submitted, whether it was submitted before or after the deadline. If a student wishes to submit a missed assignment after the deadline, the student will need to email the professor explaining the reasons for the missed assignment and requesting permission to submit it. If approval is granted, the student should proceed to complete the assignment as soon as possible.
6. Once the missed assignment has been submitted, the student will be responsible for emailing the professor back, letting her know that the assignment is ready to be

graded. ***This step will be important*** because the professor will not go back to review assignments that have been graded already, whether they were assigned a grade of zero or not. Therefore, the only way to get the zero removed from an assignment will be by emailing the professor to make her aware that the assignment is now ready for the change of grade.

4. Providing Feedback to the Professor

1. At any time during the semester, students may schedule appointments with the professor, during her office hours, to discuss any questions or ideas they might have that could help them learn the material better.
2. 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 their 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 instructors only after grades are submitted to the Records Office. Completion of this evaluation will be scheduled during one of the last class sessions of the semester and will count as the class attendance points for that day.

5. Receiving Feedback from the Professor

Feedback from the professor will be facilitated through the grading of academic assignments and professional dispositions required in this course.

a) Assignment 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.

b) Professional Dispositions and Conduct

Homrich, A. M. & Henderson, K. L. (2018) stated that clinical counseling programs must evaluate their students, not just based on their academic knowledge and skills, but also on their “consistent demonstration of appropriate interpersonal, intrapersonal, and professional behavior expected of clinicians in the practice of their profession.”

The Graduate Studies in Professional Counseling (GSPC) program at Southern Adventist University prepares students to become professional practitioners in the mental health care field. Therefore, students enrolled in counseling courses are expected to always demonstrate professional dispositions and conduct. Towards that goal, students are evaluated every semester, based not only on their academic grades, but also on the professional dispositions and behavior that they model when relating to their professors, classmates, and others around them.

D. ACADEMIC ASSIGNMENTS

i) PreClass Activities:

1) Assigned Readings:

Students will be expected to read assigned textbook chapter, PDF's or class handout for each week, as indicated on the *COURSE CALENDAR*.

2) Chapter Reflections:

After reading and reflecting on the assigned material you will briefly

- describe your reaction on the reading (one paragraph)
- list a few points that you found to be interesting (Aha moments)
- describe how the reading might affect your future work as a counselor (1-2 areas)
- explain the changes you might need to incorporate in order to be culturally sensitive

Be prepared to share your reflections in class

ii) In-Class Activities:

In-class activities will focus on analyzing and applying the concepts that were learned as students completed their Pre-Class assignments. No long lectures will be presented by the instructor to cover material that was already studied before coming to class.

In-class activities will include brief classroom discussions about specific aspects of the weekly material, video evaluations, small-group work, case studies, role-play activities, student presentations, class summaries.

Class Participation & Group Discussions:

At the end of each class students will have the opportunity to share reflections on your participation in the group discussion this week, identifying new insights gained/learning about self and others in the context of multicultural perspectives. This activity will reflect your contribution to class work [group or individual] for that week and should be submitted in eClass.

iii) Post-Class Activities:

1) Field Experience Reports:

You will be required to attend a community meeting where members of a different ethnic background (African American, Asian American, Native Americans, Hispanic, Anglo American, etc.) are gathered. If you have any difficulty finding a place where any of these groups meet, please discuss your concern with the instructor for alternative options. A short form is available on eClass for you to report on your experience. This completed form should be submitted to eClass as scheduled. Also, you will give a brief presentation to the class on the due date.

2) Video Demonstration and Interview Self-Evaluation:

Using the *DSM-5 Outline for Cultural Formulation and Cultural Formulation Interview*, students will demonstrate on video a role-played interview (about 10 min) with a friend, acquaintance, or referred individual who is an actual member of any of the groups studied in this course. Students will then present the video during a scheduled class session, along with a completed *Self-Evaluation Form*. This form is available on eClass and will be used by the students as a guide for self-evaluation of the demonstration interview. This guide will also be used by the instructor and the rest of the class to engage in an open, honest, professional discussion, which will examine strengths and growth areas as demonstrated on the video. Presentations will be scheduled during the first class of the semester.

3) Personal/Family Migration History and Journal:

Students will create an online journal on eClass that will include the following:

- **Due Week 2:** An introductory section describing the migration history of their own families. If this information is not readily available, the students will be expected to conduct brief research by interviewing family members, visiting genealogy websites or using other formal and informal sources of information. As much as possible, they should be able to describe:
 - (1) approximate migration year and societal conditions in the U.S. at the time the family migrate;
 - (2) reasons for migration;
 - (3) mode of travel; and
 - (4) how admission to the U.S. took place.
- **Due Weeks 3 & 4:** Based on the family migration history obtained, students will create a **real or imaginary difficult situation** that one of their family members or ancestors might have encountered as a migrant during the first year of residency in the U.S. Students will then imagine that they are able to travel back in time and assist that family member with the difficult situation he/she is encountering. Students will write a journal entry of no more than one page. When writing this entry, students should try to answer the following questions:
 - (1) How can I help this person to adjust to the U.S., given the social conditions prevalent at the time of his/her arrival?

(2) What might be the psychological needs of this person? Any relevant DSM-5 diagnosis?

(3) How can I provide emotional and mental health support to this person with the knowledge I have as a mental health counselor-in-training and the understanding of multicultural issues that I have acquired so far in this class?

Be prepared to share your reflections in class.

4) Racial/Cultural Identity Self-Reflection Paper:

Complete a cultural assessment of yourself using Table 3.1 in the Hays (2016) text as a guideline. Be sure to include all the cultural influences noted in the **ADDRESSING** format.

Describe your culture and explain your worldview and biases based on your cultural self-assessment, and how your worldview and bias may influence your interactions with culturally diverse clients. Then, explain one challenge related to your worldview and biases that might influence your work with culturally diverse clients. Pay specific attention to areas in which you have strong opinions. Finally, describe one strategy you might use to address that challenge using resources as a scholarly guide.

Students will take time to conduct deep and meaningful self-reflection in order to obtain a clear understanding of the racial/cultural identity stage where they find themselves at this time in their lives. Students will then write a paper describing their racial/cultural identity stage, the reasons why they think they are at that stage, and how they think their particular stage will affect their treatment of clients from minority populations. A rubric for this is available in E-class.

**Students are to focus on a formal writing style (absence of errors in grammar, syntax, semantics, punctuation, etc.), ease of reading, logical lines of reasoning, appropriate headings and subheadings, cohesive and ordered thoughts, conciseness, and showing critical thinking.

ALL reports should be in **APA** format (newest edition). All references used must be cited and journal articles should be less than five yrs. old. *Internet articles are strongly discouraged* unless the article has been previously published in a refereed journal. **Wikipedia may not be used**; it is not academically acceptable.

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 *VII- Knowledge and Skill Outcomes*

Course Requirement	Number of Points	Approx. % of final grade	Expected Outcome
Chapter Reflections (14 x 10)	140	23	1-11 2.F.2.a, 2.F.2.b, 2.F.2.c, 2.F.2.d, 2.F.2.e,

			2.F.2.f, 2.F.2.g, 2.F.2.h, 5.C.2.j, 2.F.3.g, 2.F.3.h, TNSC 2
Class Participation & Group Discussions (14 x 10 points)	140	23	1–11 2.F.2.a, 2.F.2.b, 2.F.2.c, 2.F.2.d, 2.F.2.e, 2.F.2.f, 2.F.2.g, 2.F.2.h, 5.C.2.j, 2.F.3.g, 2.F.3.h, TNSC 2
Personal/Family Migration History (20) Journal (20 x 2)	60	10	2 – 5 2.F.2.b, 2.F.2.c, 2.F.2.d, 2.F.2.e, TNSC 2
Video Demonstration and Interview Self-evaluation	100	17	1–11 2.F.2.a, 2.F.2.b, 2.F.2.c, 2.F.2.d, 2.F.2.e, 2.F.2.f, 2.F.2.g, 2.F.2.h, 5.C.2.j, 2.F.3.g, 2.F.3.h, TNSC 2
Racial/Cultural Identity Self-Reflection Paper	100	17	2 – 4, 7, 9 2.F.2.b, 2.F.2.c, 2.F.2.d, 2.F.2.g, 5.C.2.j, TNSC 2
Field Experience Report and Presentation	60	10	1, 2, 4, 7 – 9 2.F.2.a, 2.F.2.b, 2.F.2.d, 2.F.2.g, 2.F.2.h, 5.C.2.j, TNSC 2
TOTAL	600	100	

Distribution of Scores:

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

Letter Grade	Point Range	Percentage Range
A	561 – 600	94 – 100%
A-	537 – 560	90 – 93%
B+	520 – 536	87 – 89%
B	501 – 519	84 – 86%
B-	477 – 500	80 – 83%
C+	513 – 532	77 – 79%
C	441 – 476	74 – 76%
C-	417 – 440	70 – 73%
D+	400 – 416	67 – 69%
D	381 – 399	64 – 66%
D-	357 – 380	60 – 63%
F	0 – 356	

IX. COURSE CALENDAR

Date	Content Area	CACREP Common Core & Specialty Areas	Assignment Due
TH-__/_/__(1)	Introduction (self-awareness & cultural identity, accessing biases & stereotypes)	Know the multicultural and pluralistic characteristics within and among diverse groups nationally and internationally [2.F.2.a] Understand the theories and models of multicultural counseling, cultural identity development, and social justice and advocacy [2.F.2.b] Demonstrate multicultural counseling competencies [CACREP 2.F.2.c; TNSC 2] Understand the effects of power and privilege for counselors and clients [2.F.2.e]	<ul style="list-style-type: none"> • Discussion on self-awareness, cultural identity, biases & stereotypes
TH-__/_/__(2)	Cultural competence and identity development Hays & Erford (Chapters 1 & 2) Hays (Chapter 2)	Know the multicultural and pluralistic characteristics within and among diverse groups nationally and internationally [2.F.2.a] Understand the theories and models of multicultural counseling, cultural identity development, and social justice and advocacy [2.F.2.b] Demonstrate multicultural counseling competencies [2.F.2.c; TNSC 2] Understand the effects of power and privilege for counselors and clients [2.F.2.e]	<ul style="list-style-type: none"> • Chapter reflection 1 • Personal/family migration history: Introduction • Class participation summary 1
TH-__/_/__(3)	Counseling theories & therapeutic alliance Hays & Erford (Chapter 17) Hays (Chapters 5 & 6)	Know the multicultural and pluralistic characteristics within and among diverse groups nationally and internationally [2.F.2.a]	<ul style="list-style-type: none"> • Chapter reflection 2 • Personal/family migration history: Journal entry 1 • Class participation summary 2

		<p>Understand the theories and models of multicultural counseling, cultural identity development, and social justice and advocacy [2.F.2.b]</p> <p>Demonstrate multicultural counseling competencies [2.F.2.c; TNSC 2]</p> <p>Understand the effects of power and privilege for counselors and clients [2.F.2.e]</p> <p>Understand the effects of crisis, disasters, and trauma on diverse individuals across the lifespan [2.F.3.g]</p> <p>Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others [2.F.2.d; TNSC2]</p>	
<p>TH-__/_/__(4)</p>	<p>Assessment & diagnosis Hays (Chapters 3, 7, 9)</p>	<p>Know the multicultural and pluralistic characteristics within and among diverse groups nationally and internationally [2.F.2.a]</p> <p>Understand the theories and models of multicultural counseling, cultural identity development, and social justice and advocacy [2.F.2.b]</p> <p>Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others [2.F.2.d; TNSC2]</p> <p>A general framework for understanding differing abilities and strategies for differentiated interventions [2.F.3.h]</p> <p>Understand the effects of crisis, disasters, and trauma on diverse individuals across the lifespan [2.F.3.g]</p>	<ul style="list-style-type: none"> • Chapter reflection 3 • Personal/family migration history: Journal entry 2 • Class participation summary 3 • Video demo & self-evaluation

<p>TH— / — (5)</p>	<p>Native American Descendent Hays & Erford (Chapter 13) Hays (Chapter 11)</p>	<p>Know the multicultural and pluralistic characteristics within and among diverse groups nationally and internationally [2.F.2.a]</p> <p>Understand the impact of spiritual beliefs on clients’ and counselors’ worldviews [2.F.2.g]</p> <p>Understand the effects of crisis, disasters, and trauma on diverse individuals across the lifespan [2.F.3.g]</p> <p>Identify strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination [2.F.2.h; TNSC 2]</p>	<ul style="list-style-type: none"> • Chapter reflection 4 • Class participation summary 4 • Video demo & self-evaluation
<p>TH— / — (6)</p>	<p>European Descendent Hays & Erford (Chapter 14)</p>	<p>Know the multicultural and pluralistic characteristics within and among diverse groups nationally and internationally [2.F.2.a]</p> <p>Understand the theories and models of multicultural counseling, cultural identity development, and social justice and advocacy [2.F.2.b]</p> <p>Understand the effects of crisis, disasters, and trauma on diverse individuals across the lifespan [2.F.3.g]</p> <p>Demonstrate multicultural counseling competencies [2.F.2.c; TNSC 2]</p>	<ul style="list-style-type: none"> • Chapter reflection 5 • Class participation summary 5 • Video demo & self-evaluation
<p>TH— / — (7)</p>	<p>African Descendent Hays & Erford (Chapter 9)</p>	<p>Know the multicultural and pluralistic characteristics within and among diverse groups nationally and internationally [2.F.2.a]</p> <p>Understand the theories and models of multicultural counseling, cultural identity development, and social justice and advocacy [2.F.2.b]</p>	<ul style="list-style-type: none"> • Chapter reflection 6 • Racial/cultural identity reflection • Class participation summary 6 • Video demo & self-evaluation

		<p>Understand the effects of crisis, disasters, and trauma on diverse individuals across the lifespan [2.F.3.g]</p> <p>Demonstrate multicultural counseling competencies [CACREP 2.F.2.c; TNSC 2]</p> <p>Know and recognize cultural factors relevant to clinical mental health counseling [5.C.2.j]</p>	
TH-__/_ (8)	<p>Asian Descendent Hays & Erford (Chapter 11)</p>	<p>Know the multicultural and pluralistic characteristics within and among diverse groups nationally and internationally [2.F.2.a]</p> <p>Know and recognize cultural factors relevant to clinical mental health counseling [5.C.2.j]</p> <p>Understand the effects of crisis, disasters, and trauma on diverse individuals across the lifespan [2.F.3.g]</p>	<ul style="list-style-type: none"> • Chapter reflection 7 • Class participation summary 7 • Video demo & self-evaluation
TH-__/_ (9)	<p>Hispanic/Latin Descendent Hays & Erford (Chapter 12)</p>	<p>Know the multicultural and pluralistic characteristics within and among diverse groups nationally and internationally [2.F.2.a]</p> <p>Understand the help-seeking behaviors of diverse clients [2.F.2.f; TNSC 2]</p> <p>Understand the impact of spiritual beliefs on clients' and counselors' worldviews [2.F.2.g; TNSC 2]</p> <p>Know and recognize cultural factors relevant to clinical mental health counseling [5.C.2.j]</p> <p>Understand the effects of crisis, disasters, and trauma on diverse individuals across the lifespan [2.F.3.g]</p>	<ul style="list-style-type: none"> • Chapter reflection 8 • Class participation summary 8 • Video demo & self-evaluation
TH-__/_ (10)	<p>Arab, Muslim, & Jewish Descendent Hays & Erford (Chapter 10) Sue & Sue pgs. 575-584 & 618-628</p>	<p>Know the multicultural and pluralistic characteristics within and among diverse groups nationally and internationally [2.F.2.a]</p>	<ul style="list-style-type: none"> • Chapter reflection 9 • Class participation summary 9 • Video demo & self-evaluation

		<p>Understand the help-seeking behaviors of diverse clients [2.F.2.f; TNSC 2]</p> <p>Understand the impact of spiritual beliefs on clients’ and counselors’ worldviews [2.F.2.g; TNSC 2]</p> <p>Know and recognize cultural factors relevant to clinical mental health counseling [5.C.2.j]</p> <p>Understand the effects of crisis, disasters, and trauma on diverse individuals across the lifespan [2.F.3.g]</p>	
TH-__/_ (11)	<p>Minorities: Immigrants & Refugees Hays & Erford (pgs. 450-454) Headley & Stepnick (Chapter 9)</p>	<p>Know the multicultural and pluralistic characteristics within and among diverse groups nationally and internationally [2.F.2.a]</p> <p>Understand the help-seeking behaviors of diverse clients [2.F.2.f; TNSC 2]</p> <p>Understand the impact of spiritual beliefs on clients’ and counselors’ worldviews [2.F.2.g; TNSC 2]</p> <p>Know and recognize cultural factors relevant to clinical mental health counseling [5.C.2.j]</p> <p>Understand the effects of crisis, disasters, and trauma on diverse individuals across the lifespan [2.F.3.g]</p>	<ul style="list-style-type: none"> • Chapter reflection 10 • Class participation summary 10 • Video demo & self-evaluation
TH-__/_ (12)	<p>Minorities: LGBT & Women Jones-Smith (Chapters 14 & 15) Hays & Erford (Chapter 6)</p>	<p>Know the multicultural and pluralistic characteristics within and among diverse groups nationally and internationally [2.F.2.a]</p> <p>Understand the help-seeking behaviors of diverse clients [2.F.2.f; TNSC 2]</p> <p>Identify strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional</p>	<ul style="list-style-type: none"> • Chapter reflection 11 • Class participation summary 11 • Video demo & self-evaluation

		<p>oppression and discrimination [2.F.2.h; TNSC 2]</p> <p>Know and recognize cultural factors relevant to clinical mental health counseling [5.C.2.j]</p> <p>Understand the effects of crisis, disasters, and trauma on diverse individuals across the lifespan [2.F.3.g]</p>	
TH-__/_ (13)	<p>Disabilities and Older Adults Hays & Erford (Chapter 8) Sue & Sue (pgs. 684-697) Duane & Brown (pgs. 279 - 288)</p>	<p>Know the multicultural and pluralistic characteristics within and among diverse groups nationally and internationally [2.F.2.a]</p> <p>Understand the help-seeking behaviors of diverse clients [2.F.2.f; TNSC 2]</p> <p>A general framework for understanding differing abilities and strategies for differentiated interventions [2.F.3.h]</p> <p>Know and recognize cultural factors relevant to clinical mental health counseling [5.C.2.j]</p> <p>Understand the effects of crisis, disasters, and trauma on diverse individuals across the lifespan [2.F.3.g]</p>	<ul style="list-style-type: none"> • Chapter reflection 12 • Field experience report • Class participation summary 12 • Video demo & self-evaluation
THANKSGIVING BREAK ____ to ____			
TH-__/_ (14)	<p>Minorities: Spiritual/religious Hays & Erford (Chapter 16) Duane & Brown (Chapter 12) Stonestreet & Kunkle (Chapter 15)</p>	<p>Know the multicultural and pluralistic characteristics within and among diverse groups nationally and internationally [2.F.2.a]</p> <p>Understand the help-seeking behaviors of diverse clients [2.F.2.f; TNSC 2]</p> <p>Know and recognize cultural factors relevant to clinical mental health counseling [5.C.2.j]</p>	<ul style="list-style-type: none"> • Chapter reflection 13 • Field experience presentations (cont.) • Class participation summary 13 • Video demo & self-evaluation
TH-__/_ (15)	Final Activities		<ul style="list-style-type: none"> • Final Reflection 14 • Class participation summary 14 • Video demo & self-evaluation

FINAL EXAMS WEEK – _____ to _____

APPENDIX A

Southern School of Education & Psychology Conceptual Framework For Professional Counseling Programs

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

- E. *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.
- F. *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.

G. *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; 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.