

**MULTICULTURAL ISSUES FOR COUNSELING PROFESSIONALS (COUN 511)**  
**SAMPLE SYLLABUS**

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**Faculty Availability:** I will be checking in on the course at least once a day during the work week (unless otherwise notified). I am also very willing and happy to communicate individually with students as needed. If you have questions about the course (assignments, dates, expectations, etc.) please post them on the Water Cooler Discussion so that everyone can benefit from the answers. If you contact me individually, my commitment is to respond to you in 24 hours or less on weekdays and Saturdays.

**Faculty Expectations of Students:**

**Course Materials:** Class Notes, PowerPoints, Videos, etc. will be available in Canvas. PPTs may include videos, voice recordings and/or additional requirements for the week. At the beginning of each week, I will post an announcement that will link you to the course learning module for that particular week. Also, be sure to read through the entire course schedule so you can plan ahead for assignments.

**Announcements:** Please make sure that you read the announcements every time you log in to the course or have your notifications set to receive announcements on a frequent basis. These will be updated regularly with important course information.

**Instructional Time:** In an eight-week course, student will spend approximately 5.25 hours (on average) per week reading PPTs, watching the required videos, completing exams, as well as reading posts and submitting posts online in the discussions (roughly equivalent to classroom time). Additional time will be required for text reading and assignment completion (roughly equivalent to graduate level, out of class work time).

**Asynchronous/Synchronous Learning:** This course will require primarily asynchronous learning, which means that students can work independently at their own pace within certain schedule constraints/limitations. At least two synchronous learning experiences (via Adobe Connect) will be scheduled during this eight week course (see course schedule). Students will be required to log on simultaneously so that the class can discuss the topic together. You should perform a systems check with our student computer services office prior to your first session to make sure your equipment is functioning properly.

**Course Description:**

This course provides students with an understanding of the cultural context of relationships, issues and trends in multicultural and diverse societies. In addition, students will learn about multicultural and pluralistic trends and treatment strategies related to such factors as culture, race, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, disability, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families groups and communities.

**Course Objectives:**

At the end of this course, students will:

Course Objectives*		CACREP				Assignments
		CORE	CMHC	MCFC	SC	
<b>1.</b>	<b>Understand the cultural context of relationships, issues, and trends in a multicultural society.</b>					
1a.	Understand multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally	G2a				Weekly Quizzes
1b.	Understand theories of multicultural counseling, identity development, and social justice.	G2c				Weekly Quizzes
1c.	Understand individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies	G2d				Weekly Quizzes
1d.	Understand 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	G2e				Cultural Autobiography
1e.	Understand counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination	G2f				Immersion Project
1f.	Understand the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.		E2	E4		Cultural Autobiography
1g.	Understands 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.		E5			Weekly Quizzes
1h.	Understands the effect of local, state, and national policies, programs, and services on diverse family systems.			E5		Immersion Project Discussion Board
1j.	Understands 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.				E4	Weekly Quizzes
<b>2.</b>	<b>Become aware of their own attitudes, values, beliefs, stereotypes, prejudices, and assumptions relating to diverse persons and groups.</b>					
2a.	Become aware of their own attitudes, beliefs, understandings, and acculturative experiences	G2b				Cultural Autobiography
2b.	Complete specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients	G2b				Immersion Project
2c.	Understand a worldview that facilitates forgiveness and reconciliation within relationships in the counseling field.					Immersion Project

\* This course fulfills the educational requirements for the LPC in Pennsylvania as specified in 49 Pa. Code § 49.2, (2) and the LMFT in Pennsylvania as specified in 49 Pa. Code § 48.1 (1).

### **Textbook and Other Course Materials:**

#### Required:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Sue, D. W. & Sue, D. (2013). *Counseling the culturally diverse: Theory and practice*. Hoboken, NJ: John Wiley & Sons, Inc.

\*Referred to as "Text" in course schedule.

Tatum, B. D. (2003). *Why are all the Black kids sitting together in the cafeteria?* New York, NY: Basic Books.

Additional readings assigned by the professor will be posted with the class material on Canvas or will be available through the Messiah's PsycInfo database system.

### **Course Requirements:**

#### 1. Cultural Autobiography

The Cultural Autobiography will promote self-awareness as you explore and reflect upon your multiple cultural identities (i.e. race, ethnicity, gender, age, religion, etc.) and how these may influence you as future practitioners. Detailed instructions for this assignment are provided in Appendix A.

**This Cultural Autobiography is worth 50 points.**

#### 2. Immersion Experience - Proposal (Part I)

The Immersion Experience is an opportunity to delve more deeply into a culture of your choice. This culture can be defined more broadly than the four major ethnic groups (e.g. at-risk youth, inner-city singly parent families, Middle Eastern college students, Hindu adherents, etc.) yet the cultural group you choose must be a recognized cultural group. You must not select a culture based on convenience, but based upon a need to learn more about a group with which you may have biases and assumptions and with which you may be working with in your future counseling practice. The Proposal for this will serve 2 purposes: 1) It will allow an opportunity for you to personally explore biases and assumptions that you may hold towards a particular group and 2) It will serve as a plan for your experience and well as an introduction and solid starting point for your final immersion paper. Additional instructions for preparing the proposal are provided in Appendix B. You must have your proposal approved by the professor before moving forward with the hours of your immersion experience.

**This proposal is worth a total of 50 points.**

3. Immersion Project - Final Paper w/ Log (Part 2)

Upon approval of your proposal, you will begin your Immersion Experience which is largely created by you based upon identified individual needs. **See Appendix B for detailed instructions.** The body of paper should be 6-8 double-spaced pages and must follow APA 6<sup>th</sup> edition style and format (include a cover sheet and references, no abstract is required). Also, you will log your immersion hours in the provided form which is available in Canvas. This should be attached to your paper.

**The Paper is worth 100 points.**

**The Log is worth 20 points.**

4. Immersion Project – Presentation (Part 3)

You will also present about your immersion experience to the class in a scheduled Adobe Connect session (typically in Week #8). You are encouraged to create a PowerPoint in which you are creative with pictures, music, art, clothing, etc. when sharing your cultural experience and counseling implications with your fellow students.

**The Presentation is worth 20 points.**

5. Discussion Board Questions

There will be 4 weeks in which you will participate in the online Discussion Board. You will be required to write postings after reading and viewing the materials for the week.

You will make two types of posts in the forums: original posts and response posts. Original posts should include your reflections on the theoretical content, meaning, relationships to ideas, and implications of course material. Original posts will be written as a response to a discussion question posted by the professor, a question designed to foster reflection and dialogue. Response posts are offered in reply to the original posts of peers and should seek clarification for deeper understanding and/or extend the level of critical reflection on the topic of discussion.

Students will be expected to post an original response to the discussion question by Wednesday 11:59 pm. You are expected to read your peers' posts and must follow-up with 1 response post by Sunday 11:59 pm of that week.

Original postings are to be between 300-350 words and are to include references to the readings for the week and at least 1 additional reference (**peer reviewed journal article or book**) must be used. Response postings must be between 150-200 words. Response posts must include at least one reference (either from your texts or an outside resource). All postings should be reflective and insightful, coherent, theoretically informed and link theory to practice. This excludes postings with extended descriptions of personal opinion and personal experience. **Your posts should be research driven and supported with scholarly references.** All posts should be grammatically correct which requires editing before the post is submitted. Finally, all posts must adhere to APA format guidelines and include a reference list.

Grading will be as follows:

**Original Posts are worth 25 points each and Response Posts are worth 15 points each, for a total of 40 points possible in a week, and a total of 160 points possible for the course. Continued on next page...**

Grading will be based upon the following for Original Posts: understanding and analysis of the readings (10 points), appropriate use of at least 2 resources – at least 1 of these must be an additional resource sought by the student (5 points each), and APA style (5 points).

Grading will be based upon the following for Response Posts: contributing to better understanding of course materials and facilitating additional conversation (5 points), appropriate use of at least 1 resource (5 points), and APA style (5 points).

6. Weekly Quizzes

There is a large amount of material covered in this class and it is essential for students to keep up with the weekly reading assignments. Students will complete a weekly quiz (20 multiple choice and/or TF questions) based on the required readings for that week. Quizzes will be open book and open notes; however, students are prohibited from discussing the quizzes with any other person. Quizzes will be posted on Canvas by no later than midnight of the Sunday prior to the start of the week and must be completed by the following Sunday @ 11:59 PM EST.

**Quizzes are worth 20 pts each for a total of 160 pts.**

7. The Multicultural Awareness-Knowledge-Skills Survey (MAKSS)

You will complete this assessment twice this semester. It will be completed once at the beginning of the semester and then completed again at the conclusion of the class. The first time you complete the survey you will not submit your answers. You will keep them as your baseline score. The second time you do this survey you will complete a 1-2 paragraph reflection based on two question prompts. Then submit this response for a grade.

**The reflection is worth 50 points.**

**Grading:**

Cultural Autobiography	50				
Immersion Proposal	50	A	93-100%	B-	80-82%
Immersion Paper and Log	120	A-	90-92%	C+	77-79%
Immersion Presentation	20	B+	87-89%	C	73-76%
Discussion Board Posts	160	B	83-86%	F	72 & Below
Weekly Quizzes	160				
MAKSS Reflection	50				
<b>TOTAL POINTS POSSIBLE</b>	<b>610</b>				

## Course Policies

Reusing Assignments: Students should not reuse assignments or parts of assignments that they have submitted in other classes (at Messiah or elsewhere) unless they have gotten permission from the current course instructor to do so.

Extra Credit: Generally extra credit points are not awarded in this course.

Late Assignments – All assignments are due by the beginning of class on the due date assigned. Responses to discussion questions are due by 11:59 on the due dates assigned. A 5% deduction in the points available for each assignment will occur for each day an assignment is late (unexcused).

Missed Exams – Any student who misses an exam must contact the professor to make arrangements to take a makeup exam. It will be up to the discretion of the professor whether the student will be allowed to make up the exam and what format the makeup exam will take. Generally, contacting the professor before the exam date to make other arrangements is preferred.

Returned Assignments – All assignments will be returned to the student for review of the assigned grade. The assignment will include comments from the professor and an indication of the basis for the grade assigned. If students have questions about the grade assigned it is up to the student to contact the professor and set up a time to discuss the grade. Students may also ask for clarification about a grade through email to the professor within three days of receiving the grade for any assignment.

## Course Information

### Self-Care

Part of the process of becoming a counselor is an ongoing commitment to self-awareness. Students often have strong emotional reactions to the content of counseling courses or skill-development experiences. Students may also become aware of something about themselves that impacts their present or future work with clients. It is important to acknowledge these reactions and in some cases utilize the help of a professional counselor to process them. Students should refer to the program website and student handbook for recommendations about how to find a professional counselor. They are also encouraged to consult with their instructor or advisor in deciding how and when to seek outside support.

### Library and Librarian Assistance

The Library is an obvious source of information for research, presentations and projects. Currently, Elizabeth (Liz) Kielley is the specific library liaison assigned to the social sciences disciplines. Although any librarian is trained and prepared to assist you, Liz works specifically with the social sciences and is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments, as she is more than willing to help you.

### Course Schedule

Week	Assignments	Hours*		Pgs.**
<b>1</b>	<b>Week #1 Intro to MC Counseling</b>	IT	N-IT	
	Read Text Chap 1-3		3	83
	View Week #1 PowerPoint	2		
	Read Article: Arredondo (1999)		1	13
	Read ACA Code of Ethics		1	20
	Read AMCD Multicultural Counseling Competencies		1	
	Complete MCCSA		1	
	Post to "Introduction" Discussion Board (not graded)	1		
	Complete Week #1 Quiz	1		
	Attend Adobe Connect	2		
<b>2</b>	<b>Week #2 Political Dimensions Multicultural Counseling</b>			
	Read Text, Chap. 4-6		3	84
	Read Tatum, Chap 1-2		1.5	26
	View Week #2 PowerPoint	2		
	Post, Read, and Respond in Discussion Board #1	3		
	Complete Week #2 Quiz	1		
	Cultural Immersion Proposal		6	
<b>3</b>	<b>Week #3 Practice Dimensions of Multicultural Counseling</b>			
	Read Text Chap. 7-9		3	80
	Read Tatum: Chap. 3-5		2	60
	View Week #3 PowerPoint	2		
	Complete Week #3 Quiz	1		
	Share your Cultural Immersion Proposal on Discussion Board (not graded)	1		
	Cultural Autobiography		8	
	Begin Immersion experience		1+	

\*Instructional Time (IT) 42 hrs / 3 credits; \*Non-Instructional (N-IT)"Homework"

\*\* Reading based on 30 pages per hour; Writing papers based on 2 hours/page

## Program Information

### Writing Center

The Writing Center is available to any graduate student who has a desire to improve his/her writing. The role of the center is to provide feedback (not editing) on written work. Feedback alerts you to the kinds of errors you are making, lets you know when something is not clear, and suggests that you have not fully supported an argument. Feedback does NOT correct your grammatical errors, rewrite your sentences, or provide you with the specific points to support your argument. Ultimately, it is your responsibility to find and use the resources you need to improve your writing but connecting with our Writing Center, either online or face-to-face, is a good place to start.

### Hardware and Software Recommendations

Student technology recommendations are found on the Information Technology Services website. These guidelines have been put in place to best equip you to have an optimal technological experience in our online programs.

### Technical Support for Students

Technological support is available to all students during the days and times listed on the Information Technology Services homepage. Students also have access to technical support (i.e. tutorials, help functions, etc.) through the College's portal, MCSquare, and through the College's Learning Management System.

## Program Policies

### Academic Integrity

The Academic Integrity Policy for Graduate Students is found in the graduate student handbook. Primary responsibility for knowledge of and compliance with this policy rests with the student.

### Americans with Disabilities Act

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services.

### Statement of Copyright Protection

The materials in this Messiah College course are only for the use of students enrolled in this course for purposes associated with this course and may not be further disseminated.

### Statement of Confidentiality

Students may be asked to post written work and to engage in written dialog with other class members within an LMS. The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content.



Appendix B**Immersion Project**

The immersion project is divided into three parts:

**Part 1: The Proposal (Due at conclusion of Week #2)**

**Part 2: The Project itself, which cannot be completed until your proposal is accepted. This will include 10 hours immersed into the culture of your choice and will result in a 6-8 page and a log (Paper and Log due at conclusion of Week #7)**

**Part 3: A presentation to the class (Week #8 in Adobe Connect).**

**Part 1: Immersion Project Proposal**

*Immersion Project Proposal: Your 2-3 page proposal must include the following information:*

1. **Identification and Description of Population:** *This section must clearly identify the population you will be studying, how this population is culturally different from you, and what your perceptions of this group are at this point in life. The description of differences should include both the obvious (visible differences, age, race, sex, etc.) and the not so obvious (religious beliefs, sexual orientation, etc.). Please state all the differences you can identify—the instructor should not have to presume anything. Your perceptions of this group should include information such as what you were told about this group as you were growing up, any beliefs/perceptions/assumptions you have about this group, what your sources of information about this group have been in the past, and why you have an interest in this group. In this section, you must make a case for how this person is different from you culturally and why this experience will be challenging for you. It may be helpful to review some research regarding this population to gain an appreciation and begin to increase your knowledge about this population.*
2. **Plan for Observation Activity:** *Propose a 3-5 hour observational activity of the group you have chosen to study. You will not actually attend this event until it is time for your project – this is just a proposal at this time. Examples of observational activities are: attend a lecture that focuses on this group or issues related to this group, attend a church service, take a tour of this group's community (observe their homes, recreational facilities, etc.), attend a festival, attend a play, tour an exhibit, etc. For this section of your proposal, you must identify the observational activity you will attend and the date you will attend it. (If you are having trouble finding an observational activity, it may be helpful to contact a group related to this population and gather information about their upcoming activities.) Please note: You are required to do this experience without inviting along a member of your family or regular social group.*
3. **Plan for Personal Dialogue:** *Propose how you will conduct the personal dialogue. You will need to gather information about the lived experience of a person from your selected cultural population. You will gather this information through a dialogue with someone from your selected cultural population. This assignment is called a dialogue rather than an interview because it is not simply a one-sided gathering of information. The dialogue should be a two-sided conversation that results in the exchange of information about cultural experience. The person you choose with whom you will have a dialogue cannot be a family friend, acquaintance, co-worker, and/or someone who could be a potential client (e.g., if you work in a school setting, a student in your school district). A strong proposal will involve a dialogue with someone you have never had a previous relationship with. The professor has provided a list of questions in Canvas that should help to guide your dialogue.*

This section of your proposal should specify 3 things:

- a. How you plan to gather this information—whether you plan to gather this information over time or in a one-time setting;
  - b. The date(s) you expect to have completed the dialogue; and
  - c. How does the person you intend to dialogue with fit the characteristics of the population you are studying?
4. Plan for remaining 10 hours of immersion: You must identify how you plan to spend the remainder of your time immersed in this population. You will need to spend a total of 10 hours immersed in the culture of your chosen population. It is expected that this will include a variety of activities/pursuits. Your selected observational activity (3-5 hours) will count as part of your 10 hours. Also, hours (no more than 2) dedicated to the personal dialogue requirement may count towards your 10 hours. Hours (no more than 5) may also include readings, watching videos, or consulting other reference materials that you have selected that apply to your chosen population. For example, journal articles or a book that pertains to the culture would be appropriate. *For this section of your proposal, you must identify resources that you have selected to read, watch, etc.*

## Part 2: Immersion Paper and Log

This 6-8 page (no longer) double-spaced paper will be a culmination of what you have experienced and learned throughout the time spent on this project. Because everyone's experience will be different, the content of the paper will vary for each student. However, there are two sections that should be followed in writing the paper.

1. Reflection on your Immersion Project Proposal (This section should be 2-3 pages long, no more)
  - a. What observational activity did you attend? Reflect on your experience and what insight it gave you into your selected population.
    - i. Suggested questions: Discuss some of your impressions of this culture. How do you think your cultural background “colors” or influences what you observed? What did you notice about the types of social roles between and amongst people (age, gender, etc.)? How were interactions between people organized, and what “rules” dictate the interactions? What surprised you in what you learned about this person/people group and about yourself? Is there anything from this experience you wish was part of your own culture?
  - b. How did you carry out your dialogue? Reflect on your experience and what insight it gave you into your selected population.
    - i. Suggested questions: what was your behavior like during the dialogue? How did you feel during the dialogue (nervous, comfortable, etc.)? How did the preconceived notions you identified in your proposal impact your interactions with this person? How did this dialogue impact or influence your future interactions with people from this group? How did this experience change or contribute to your growth? How were you similar or different from this person? How was what you observed different from what you experienced during your dialogue with the person from the population you are studying?

2. Reaction and Critical Analysis of your experience (This section should be 4-5 pages long)
  - a. This section of the paper should incorporate your reflections with your experiences, what you learned about the group, what you learned about yourself, (including any ways in which you need to pursue forgiveness and reconciliation because of your own past or current behaviors or prejudices), and how your perceptions of this group have changed over time. Each individual's paper will vary here because you should highlight your own experiences and insights. You should incorporate any research that you have done about counseling this population into this section of the paper.
  - b. Several areas to address in this section:
    - i. Description of the group
    - ii. Values/Belief Orientations
    - iii. Social Interactions (relationships within and between groups)
    - iv. Religious/Spiritual Beliefs
    - v. Roles and Expectations
    - vi. Language and Communication (verbal and nonverbal)
    - vii. Perceptions of the world
    - viii. Methods of ensuring conformity
    - ix. Methods of conflict resolution
    - x. Group personality
    - xi. What is most important to achieve (in a lifetime)
    - xii. Unique behaviors and their meaning
    - xiii. Historical events of critical importance in this cultural group
    - xiv. Critical information relevant to understanding this culture
    - xv. Key ideas and behaviors that would help someone relate to this culture
    - xvi. How this culture is similar and/or dissimilar to your own
    - xvii. What you learned about yourself through this process

### **Part 3: Immersion Project Presentation**

You will give an 8-10 minute presentation of your Immersion Project to the class in an Adobe Connect session. This should include a brief overview of your experience as well as the counseling implications for this group which you have derived from this experience.