

COUNSELING 630

Advanced Multicultural & Human Diversity Counseling

3 Credits

COURSE SYLLABUS

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REQUIRED TEXT:

Manning, M. Lee., Leroy G. Baruth. Multicultural Counseling and Psychotherapy: A Lifespan Approach. 6th Edition, Routledge Publishing, 2016. ISBN- 9781138953543.

Other research articles and professional literature as assigned

READ THESE CHAPTERS FROM THE REQUIRED TEXT PRIOR TO START OF CLASSES:

Chapter 1 Introduction to Multicultural Counseling and Psychotherapy

Chapter 2 The Counselor's Cultural Identity

Chapter 3 The Culturally Effective Counselor

Course Description

This course is an examination of cultural and other diversities, sensitization of students to personal and societal attitudes and values, as well as an increase of their awareness of current models of multicultural assessment and intervention. Topical areas addressed in the course are: culture, ethnicity, religion, socio-economic status, worldview, gender, age, disability, and sexual orientation and the convergence of these concepts and the implications of the same. The course additionally emphasizes the complexity of multiple minority status, and indigenous treatments; and looks at a model for developing competency in providing counseling services to diverse clients. Recommended multicultural counseling resources and assessments, cultural awareness experiences, guidelines, and proposed cross-cultural competencies and objectives are discussed.

Course Objectives

This course focuses on studies and participant experiences that provide an understanding of the social and cultural context of relationships, issues, and trends in a multicultural society, including all of the areas listed below. Through intellectual dialogue and critical evaluation of course materials, class presentations and discussion, identification of cultural community affiliations/resources/organizations/supports, and other sources of information, at the course conclusion, each participant should be familiar with and have a good understanding of the following:

- a. Understand the concepts of social, cultural, ethnic and minority groups;

- b. be familiar with multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- c. be familiar with attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and social and/or culturally diverse clients;
- d. be familiar with theories of multicultural counseling, identity development, and social justice;
- e. be familiar with individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- f. be familiar with 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;
- g. be familiar with counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression, exclusion, and discrimination.

Methods of Instruction

This will be an interactive course which includes **an elevated level of classroom participation** utilizing lecture and instruction, videos, student presentations and article reviews. Students will be required to integrate content, knowledge, and application in practice. *Active participation is essential to your learning. Due to the emphasis on experiential learning, lateness and absences cannot be made up. All written assignments are due on the date indicated in the course schedule. Students will lose 1 point for every day over the due date.*

Basis for Student Evaluation

This is a graduate level course that uses collaborative activities as one of its learning methods. Anything other than your best effort will negatively impact not only you, but your classmates as well. Since this is a graduate level course you will be required to read all of the assigned material and know it well enough to apply it to situations that will arise in your professional life. To aid students in becoming familiar with such application, the following will be required for a final grade in this course:

1. Student will be expected to **attend** all classes, come **prepared**, and **participate** in all discussions. The success of this course for each student depends on appropriate engagement with the materials presented either by the instructor or other students. After each class session the instructor will award up to 4 points for that particular session. Points will be awarded as follows: 2 points for attendance, 1 point for preparation, and 1 point for participation. An absence, no matter what the reason, will result in no points awarded for that session.

Total possible points to be awarded in this area: 32 (4 points per class).

2. Students will work in partnership, or individually, to develop a presentation for the class. This **presentation will address a specific ethnic/cultural population and considerations in providing counseling to this group** as related to the content of the assigned readings and chapters for that week. *Students should provide paper copies for the instructor and classmates with an electronic copy being provided to the instructor prior to class. If working with a partner, team members will share equally in points awarded by the instructor.*

Total possible points to be awarded in this area: 10.

3. Each student will produce a **Multicultural Competence Manual (MCM)** containing all of the following information, organized in the following manner:

Personal Biography:

Each student will be required to learn about his or her own ethnicity and family history. By visiting with relatives and exploring other means of their families history students will develop an informal account of family origin. Focus should be on where your people came from, how they got here, and how they have achieved what they have. Each student will identify values held by themselves, and their immediate and extended family and incorporate this information into a personal biography.

Multicultural Assessment:

The instructor will provide cultural competence assessments to assess students' level of multicultural competence across dynamics such as; Multicultural Counseling Skills, Multicultural Awareness, Multicultural Counseling Relationship, Multicultural Counseling Knowledge, Sexual biases, Ethnic Identity and presentation of Self Desirability. Each student will complete these assessments and record them in this section of the manual. This allows familiarity with these assessment measures as well as aids in documenting individual progression in multicultural competence.

Multicultural Competence Development Model:

Based on the assigned readings, classroom discussions, experiential learning, cultural assessments and examination of cultural competence models each student will identify their level of cultural competence. Students will become familiar with broad cultural competence models and develop their own unique plan to continually attend to/improve their cultural competence.

Multicultural Community Affiliations/Resources/Organizations/Supports:

Each student will identify and become familiar with community affiliations, resources, organizations, and supports focused on serving specific social, cultural, ethnic, or diverse populations. Students will create a comprehensive list, including contact information, of such services found in their community. This list should include services for, but not limited to; Native Americans, African Americas, Latin Americans, Asian Americans, Arab Americans, Russian Americans, specific Religious/Spirituality affiliations, Gay, Lesbian, Trans-gendered and Bisexual populations, Geriatric/Older populations, Persons with Disabilities, etc. and may include any other services students may be aware of or find meaningful for specific populations. Additionally, each student will visit one (1) of these locations and document the specific focus, mission and service provided by the resource.

Total possible points to be awarded: 40

4. Each student will produce a 4-5 page narrative reflecting on the assigned readings, class discussion/presentations and the impact on their individual growth. This narrative will include a detailed discussion of an understanding of the 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; and counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression, exclusion, and discrimination.

Total possible points to be awarded: 10

5. Each student will produce 7 literature/research/current media reviews using the outline provided by the instructor. Student will select these topics on their own, they must relate in some way to multicultural/diversity issues and be related to the chapter content assigned for the week. If you are not sure if an article or source you are interested in is suitable, ask the instructor. You will be asked to present the information from the review during classroom discussions and be familiar enough with the information that you can function as a student “expert”. You will need to provide your peers and the instructor with a written summary of the essential content of the article and the reference information (noted in APA format). You will need to bring a copy of the article with you to class to refer to during the discussions, however copies of the article are not needed for your peers.

Total possible points awarded in this area: 28 (4 points per review)

6. Professional Development: Students will be required to complete a self-assessment upon completion of the course. The outline for this will be provided and the assessment will be due prior to the final class. You will be expected to approach this in a thoughtful and self-reflective manner. One-sentence responses will not be acceptable and may result in the self-assessment being returned to you and subject to loss of points for lateness.

There are a total of 120 points possible in this course. The following table represents the points required for final grade assignment:

<u>Points earned out of 120</u>	<u>Percentage of total</u>	<u>Final Grad</u>
120-117	98-100%	A+
116-109	91-97 %	A
108-107	90%	A-
106-105	88-89%	B+
104-97	81-87%	B
96-95	80%	B-
94-93	78-79%	C+
92-85	71-77%	C
84-83	76-70%	C-

Student Responsibilities

In addition to 38 hours of classroom time, student should expect to spend a **minimum of 75-90** hours outside of the classroom reading, reviewing research, and preparing for classroom assignments, tasks, and active participation.

It is expected that:

- students will read course assignments and research articles assigned prior to the class session and be prepared to apply the concepts during discussions and the experiential portion of the class.
- students will be integrative learners and are expected to present questions and discussion related to the class readings and scholarly reviews or research. Not all readings will be discussed in detail, which requires students to use the readings as a guide for learning, and be prepared to interact with the readings as a background for their interaction.
- students will be active learners. This means that students should arrive on time, actively participate in classroom discussions, be prepared to assume the role of student expert using assigned literature

reviews, **have cell phones and computers off and out of sight during class, and remain in class throughout the duration of the session.**

- students will experience some discomfort as they work to gain skills.
- students will be respectful, open to feedback and willing to provide feedback, willing to role play clients or assume leadership roles, and be open to both personal and professional change.
- students will engage in open and respectful dialogue related to social and cultural issues/diversity and their interactions with peers and base their comments on professional standards vs personal reactions.
- students will abide by all ethical standards governing confidentiality and professionalism.
- students will use resources in addition to the text to enhance learning and complete academic tasks.

Professional Practice Expectations:

- Actively listen to others and demonstrate a desire to understand other points of view
- Respond in a self-reflective and self-critical manner to feedback.
- Show motivation to master new material, examine and challenge current beliefs and practices, and increase competency in areas related to professional practice.
- Demonstrate sensitivity, awareness and acceptance of others.
- Demonstrate tolerance for the ambiguity inherent in the counseling profession and the ethical standards governing the profession.
- Assume the role of professional consultant when discussing cases and issues and discuss issues using best practice and professional ethical standards.
- Demonstrate an awareness of personal values and beliefs as they pertain to and affect decision making in the counseling profession and in your interactions with others.