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SYLLABUS

COU 630 Multicultural Counseling

Course Content

Course Number: COU 630

Course Title: Multicultural Counseling

Course Dates: October 16th-December 16th, 2017

Credit Hours: 3 Credits

Instructor: Nicole L Trevena Flores, MA, LMHP, CPC, NCC

Office Phone: 402-580-4401

Office Email: Nicole.trevena@doane.edu

Office Hours: By Appointment

Classroom:

Meeting Times: Tuesdays: 6:00p- 10:30pm

Course Description

This course explores the multicultural and pluralistic characteristics within and among diverse groups. The impact of heritage, attitudes, beliefs, spirituality and acculturative experiences on an individual's world view are explored. Theories and models of cultural identity development and multicultural counseling competencies are examined. The course also addresses: the effects of power and privilege; strategies for identifying and eliminating social barriers and prejudices; and the importance of social justice and advocacy.

Course Objectives:
- **Students will determine the proper channels to advocate for clients whether that be via institutionally or individually. (2.F1.e, 2F2h, 5C2i , 5C3e)**
- **Students will develop an understanding of the depth of multicultural and other diverse qualities and viewpoints, including develop the ability to competently work within these differences. (2F2a, 2F2b, 2F2C, 2F2d, 2F2g, 2F3f)**
- **Students will recognize and adapt the skills to work with the dynamics of power, privilege and oppression and other systemic barriers, doing so for the best interest of the client (2F2e, 2F5b)**
- **Students will demonstrate ability to discern the diversity of help-seeking behaviors via appropriate counseling techniques (2F2f, 5C3a)**

REQUIRED TEXT: Counseling for Multiculturalism and Social Justice: Integration, Theory, and Application, 4th Edition
Manivong J. Ratts, Paul B. Pedersen
ISBN: 978-1-119-02617-4

SUPPLEMENTAL TEXT: Readings as supplied by instructor

CACREP Standards Addressed in this Course

Program Objectives	Standard Identifier	Standard	Assessment
2	2.F.1.e	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Weekly course reading/questions, Social Justice Project
2	2.F.2.a	multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	Weekly course reading/ questions, Population/Immersion Paper
2	2.F.2.b	theories and models of multicultural counseling, cultural	Weekly course reading/ questions, Population/Immersion

		identity development and social justice and advocacy	Paper
2	2.F.2.c	multicultural counseling competencies	Weekly course reading/ questions
2	2.F.2.d	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Weekly course reading/ questions, Population/Immersion Paper
2	2.F.2.e	the effects of power and privilege for counselors and clients	Weekly course reading/ questions, Oppression/Privilege analysis,
2	2.F.2.f	help-seeking behaviors of diverse clients	Weekly course reading/ questions, Social Justice Project
2	2.F.2.g	the impact of spiritual beliefs on clients' and counselors' worldviews	Weekly course reading/ questions, Oppression/Privilege analysis
2	2.F.2.h	strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Weekly course reading/ questions, Oppression/ Privilege Analysis
2	2.F.3.f	systemic and environmental factors that affect	Weekly course reading/ questions, Population/ Immersion

		human development, functioning, and behavior	Paper
2	2.F.5.b	a systems approach to conceptualizing clients	Weekly course reading/ questions
2	5.C.2.i	legislation and government policy relevant to clinical mental health counseling	Weekly course reading/ questions, Social Justice Project
2	5.C.3.e	strategies to advocate for persons with mental health issues	Weekly course reading/ questions, Social Justice Project

Measurement of Outcomes

Assignments (Direct): Class Presentation, Population/Immersion Paper, Social Justice Project

Instructor Evaluations (Indirect): Participation, Oppression/Privilege Analysis/Reflection

Instructional Methods

This class is designed to be interactive in nature. The classroom setting will include lecture/ instruction, student presentations/discussions, video and responses. It is crucial that the student work to apply and integrate classroom content. #5

Suggestions for getting the most out of this Course

In order to be successful in this course you must be willing to read for each class period but it also essential that you enter the classroom with an open mind and a willingness to be vulnerable. It is also crucial that you enter with a willingness to address feelings that may be uncomfortable or even at times shame-inducing.

1. **Participation/Attendance:**
A high premium is placed by the instructor on class participation. Ideal class participation, that which earns the highest number of participation points, will exemplify the following:

- **Integrating class readings into participation: Often cites from readings; uses readings to support points; often articulates fit of readings with the topic at hand**
- **Interaction in classroom discussions: Always a willing participant; responds frequently to questions; routinely volunteers point of view, and, is respectful of others differences and always fosters a classroom climate of safety and inclusion.**
- **Interaction in classroom learning activities: Always a willing participant; acts appropriately during all role plays, etc.; responds frequently to questions; routinely volunteers point of view.**
- **Student is "present"/available and open/vulnerable for the entire class session, this includes no devices.**
- **Come to class with "notes" to ensure you've read and are ready to discuss the classroom content. These "notes" may take any form you so choose however, it is crucial that you bring something to indicate having read and understood for class. This also includes having read additional readings assigned besides the allotted textbook reading.**

There is no way a student can "makeup" missing a class. If you need to miss a class, notify the instructor as soon as possible. If you miss one class, your grade will drop one grade level (Example, A to A-). Missing more than one class is not acceptable. You will need to drop or retake the course with approval from the instructor and the Graduate Office. Participation/attendance is worth 90 points and will be graded in Livetext rubric (10 per class meeting).

2. **Oral Classroom Presentation: Students will provide an oral & visual presentation over chapter(s) of the text, which will be chosen the first night of class. Class presentations should last 45 minutes and include at least 3 peer-reviewed scholarly journal articles. Presentations should not solely be a summary of the text. Rather, they are to involve critical thinking of the material and adding a knowledge base for other students. Presentations should include applicable current events, activities and discussion questions. Presenters should do more than read from slides and this presentation should be very interactive and engaging. The presentation is worth 100 points, see Livetext rubric for additional information.**

3. **Special Population/ Immersion Research Paper: An 8-10 page paper on your topic of choice will be submitted Week 7. Your topic must be approved by the instructor. You will find a group that you know little about and spend at**

least 2 hours within this experience, this includes interaction with said group. You will need to go somewhere you are not in the position of "power". This experience should be approved ahead of time by the instructor. This paper is to be written in accordance with APA style guidelines. The paper will address the cultural heritage of the group, beliefs and values, demographics, issues common to this population. You will also address your own application of multicultural theory and competencies, as well as how you were impacted by completing this paper. Use the Quick Guide to APA posted on Blackboard. The paper is worth 100 points (Key Performance Indicator), see Livetext rubric for additional information.

4. **Oppression/Privilege Analysis This reflection/ analysis will include reactions to class session's activities/content, including struggles/concerns and will be kept private with the instructor. This paper will require that the author dig deep into oppression and privilege as well. Further prompts will be given throughout the term. This paper is worth 100 points, see Livetext rubric for additional information.**

5. **Social Justice Project: This project will be with a partner however the paper is not a joint effort. Determine an area that you could advocate for within a group via immersion. This project will include some sort of intervention of advocacy that is designed to bring awareness and social change regarding a social justice issue. This project should determine the systemic barriers as well as be grounded in multicultural or other related theory. A summary of the project will be presented to the class on the last evening and an outline of the project will be submitted to the instructor. This outline will include a detailed account of your project intervention/advocacy, why you chose this population and why you chose this project. This paper and presentation are worth 100 points, see Livetext rubric for additional information.**

6. **Homework Questions: Each week discussion questions are posted to Livetext regarding the readings and outside journal articles. Each are due before attending class. Each is worth 10 points, see Livetext rubric for additional information.**

*Late work will not be accepted. It is the expectation that as graduate-level students all work is submitted on time.

Evaluation Criteria

Final Grade
The final grade will be based on the following criteria:

> **Possible Points:**
> **Social Justice Project**   **100 points**
> **Oral Presentation**   **100 points**

Attendance/Participation	**90 points**
Population/Immersion Reflection	**100 points**
Oppression/Privilege Paper	**100 points**
Homework Questions	**90 points**
Total Possible Points	**580 points**

Grading Scale:

A+	100-97	**B+**	89.9-87	**C+**	79.9-77	**D+**	69.9-67	**F**	Below 60
A	96.9-93	**B**	86.9-83	**C**	76.9-73	**D**	66.9-63		
A-	92.9-90	**B-**	82.9-80	**C-**	72.9-70	**D-**	62.9-60		

Expectations

This course is designed to be a challenging academic experience. The goal is for the course participant to grow as a result of this scholarly pursuit by gaining a better understanding of "self" and the others in one's life. In this regard, the course can help the participant obtain an understanding of the concepts of differences amongst clients and systems that apply as well, and be able to relate this understanding to real life situations, social interactions, and counseling practice. Also important is for participants to become more proficient communicators, both via verbal and written communicative skills, and to gain confidence as a leader/facilitator working in a multifaceted, diverse group environment.

Being rude, ignoring other's perspectives, being on your phone or abusing the use of a laptop, and/or sleeping will not be tolerated. This is a graduate level course and behavior should be as such.

It also goes without saying that all written material will include the appropriate APA in-text citations and reference page.

Below you will note my Grading Rubric:

A+   Quality of work reveals student has a thorough understanding of the subject matter. Extra research, creativity and thought are shown in the assignment beyond what is in the course materials. Work includes all elements required and is well developed, masterful and meaningful. Extra effort is obvious in its production.

A   Quality of work reveals student has a very good understanding of the subject matter. Extra research, creativity or thought is shown in the assignment beyond what is in the course materials. Work includes all elements required and is well developed.

B+   Quality of work reveals student has a good understanding of the subject matter. Work includes all elements required and is well developed.

B   Quality of work reveals student has a basic understanding of the subject matter. Work includes most elements required and is adequate in presenting information.

C   Quality of work does not reveal that the student has a basic understanding of the subject matter. Work does not include enough elements required. Note: at the graduate level a 'C' is the equivalent of an 'F'.

Tentative Schedule

Date	Topic	Reading Assignment	Assignment Due	CACREP
Week 1 10/17	Multiculturalism & Social Justice	Syllabus review, Read chapters 1 & 2	Homework Questions	2.F.2.h, 2.F.2.b, 2.F.5.b
Week 2 10/24	Identity	Read chapters 3, 4 & 5	Homework Questions	2.F.2.b, 2.F.2.d
Week 3 10/31	Terminology & MC Competence	Read chapters 6 ,7	Homework Questions	2.F.2.c, 2.F.3.f, 2.F.2.b
Week 4 11/7	Advocacy Competence	Read chapters 8, 9	Homework Questions	2.F.1.e, 5.C.2.i, 5.C.3.e, 2.F.2.b
Week 5 11/14	Asian Americans & African Americans	Read chapters 10, 11	Homework Questions Assigned Presenter	2.F.2.f
Week 6 11/21	Native Americans & Latin@s	Read chapters 12 & 13	Homework Questions, Social Justice Project, Assigned Presenter	2.F.2.f
Week 7 11/28	Multiracial & LGBQ clients	Read chapters 14 & 15	Homework Questions, Population/Immersion Paper, Assigned Presenter	2.F.2.f
Week 8	Transgender &	Read	Homework Questions,	2.F.2.f

12/5	Female clients	chapters 16 & 17	Assigned Presenter	
Week 9 12/12	Poverty & Spirituality	Read chapters 18 & 19:	Homework Questions, Oppression/ Privilege Analysis, Assigned Presenter	2.F.2.a, 2.F.2.d, 2.F.2.g, 2.F.2.e

Course Declarations

LiveText/Blackboard Usage: LiveText and Blackboard will be utilized to collect various artifacts that can represent the student's body of work. For example, the Key Performance Indicator is a major assessments of knowledge, skill, and practice that is grounded in CACREP and best practice standards and associated with various assessment rubrics and integrated in LiveText. The online portfolio is maintained in the student's personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

Questions, Concerns, Grievances: Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

Academic Support Center
The Academic Support Center (ASC) is located in room 204 of the Fred Brown Building on the Lincoln campus. ASC offers academic support in the areas of time management, study strategies, note taking, test taking, math, reading, and writing for students enrolled at all three campus settings. Free tutoring and free one-on-one meetings are available to provide assistance in these areas. Additionally, free proofreading of final drafts of papers is available 24/7. To sign up for the proofreading service or to make an appointment with a tutor, email the director at: terese.francis@doane.edu.

Non-Discrimination Policy
Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

Title IX Policy Statement

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the **_Director of the Office for Civil Rights_**, Department of Health, Education, and Welfare, Washington, D.C., 20202.

Academic Integrity
The faculty expect students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.

Access/Services for Students with Disabilities
The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.
1. Students interested in services related to a disability should notify the university of any special circumstances that would affect their ability to compete equally in the college environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.
3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

Changes in Syllabus: Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.