Theory and Practice of Multicultural Counseling

Course Description

This course is designed to familiarize students with the cultural differences of special populations of people. Emphasis on ethical use of appropriate counseling techniques for use with the major racial/ethnic groups and other special populations of people such as those who are physically or emotionally disabled, older, of different genders or of different sexual orientation.

Learning Objectives

Upon completion of the course, students will be able to:

- Demonstrate their knowledge of multicultural and pluralistic trends, characteristics, and concerns between and within diverse groups nationally and internationally as evidenced by a passing score on the rubric for cultural immersion experience project.

- Articulate their attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients as evidenced by a passing score on the rubric for cultural immersion experience project.

- Identify theories of multicultural counseling, identity development, social justice, and individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies as evidenced by a passing score on the rubric for cultural immersion experience project.

- Describe the counselors’ roles in developing cultural self-awareness, eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination, 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 as evidenced by their use of the ADDRESSING model and a passing score on the rubric for the cultural self-narrative papers.

- Demonstrate the ability to apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders and demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling as evidenced by a passing score on the rubric for the cultural immersion experience project.
• Demonstrate their knowledge of how living in a multicultural society affects clients who are seeking clinical mental health counseling services and the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of their clients as evidenced by a passing score on the rubric for the film critique and analysis paper/presentation.

• Demonstrate their knowledge of current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders as evidenced by a passing score on the rubric for the cultural immersion experience project.

• Illustrate their knowledge of 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 as evidenced by a passing score on the rubric for the film critique and analysis paper/presentation.

• Articulate the need to advocate for policies, programs, and services that are equitable and responsive to the unique needs of couples and families as evidenced by a passing score on the rubric for the cultural immersion experience project.

• Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms as evidenced by a passing score on the film critique and analysis paper/presentation.

• Demonstrate their knowledge of cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning as evidenced by a passing score on the rubric for the group presentation project.

• Demonstrate their knowledge of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients as evidenced by a passing score on the rubric for the group presentation project.

**Major Course Requirements**

1) Cultural Self-Narrative Papers (25 points)

This exercise is designed to help students develop insight and self-awareness as to who they are as a cultural being. Each student will generate two narratives regarding their personal cultural identity: one at the beginning of the semester, and the second at the end of the semester. My expectation is that your narrative will change and evolve during the semester as you grow and gain more understanding and knowledge regarding what culture is and how it affects the life course of an individual. Each narrative will include the personal life experiences, cultural elements and influences that contribute to one’s cultural identity, and a description of that formed cultural identity. The initial narrative can be 2-3 pages. The final paper should be 3-4 pages in length (double-spaced, Times New Roman 12-point font).
The first narrative is worth a maximum of 10 points, with your grade being determined by the degree to which you have addressed the following:

- How well did you discuss your personal experiences and how they have shaped how you define your culture and/or identity today?
- How well are you able to articulate how your culture and/or identity have influenced different domains of or chapters of your life?
- How well were you able to describe how your culture and/or identity have changed and developed over your life span?
- How creative, well organized, and grammatically correct is your paper?

The second narrative is worth a maximum of 15 points, with your grade being determined by the degree to which you have addressed the following:

- How well did you discuss and relate your personal experiences to important concepts from the literature on multicultural counseling? Were you able to articulate how your personal experiences support and/or challenge these concepts and theories?
- How well are you able to articulate how culture (yours and those of others) has influenced different domains or chapters of your life?
- How well were you able to describe how your cultural identity has changed and developed over your life span?
- How well did you present the cultural identity development models we have learned and relate them to your own life experiences?
- How creative, well organized, and grammatically correct is your paper?

2) Film Critique and Analysis (25 points)

Students will watch and analyze a cinematic movie. Students are free to choose their own movie; however, suggestions will be provided for those who may not be film fans. For their selected movie, students are to write a 3-5 page analysis addressing the following components: level of acculturation of the identified character, degree of acculturative stress the character experiences, aspects of the character’s worldview (individualistic or collectivistic), the role of the family (e.g., family relationships, roles, values) in the movie, description of how people from different cultural backgrounds (e.g. ethnicity, religion/spirituality, sexual orientation, social class) are portrayed in the movie, examples of any microaggressions and/or stereotypes observed, and any important historical considerations of note. Students will give an oral presentation of their analysis to their peers using the presentation template file located on the course Blackboard page.

3) Cultural Immersion Experience (25 points)

This assignment provides students the opportunity to experience a culture different from their own. The objective is to increase students’ awareness and understanding of that individual/group and their culture. Students may choose to interact with either an individual or group for this experience, and plan to meet between three and five times with this person/group to sufficiently address the objectives of this assignment. After meeting with the identified individual or group, students will write 8-10 pages (not including title page or references) addressing the following:
Counselor Awareness of Own Cultural Values and Biases

- What prior knowledge and/or preconceived expectations or ideas did you have previously?
- What did you find compelling about this experience?
- What changed in your thinking (if anything) based on this experience?
- Are there now any behavioral changes that you can anticipate for yourself?
- What was learned from the experience, and how does this fit in with your overall development as a counselor-in-training?

Counselor Awareness of Client Worldview

- Describe how this event might be different from a similar event within your own culture.
- If you were seeing a client from this culture, how might your experience help you to better understand his/her worldview?
- How might intersections of identity impact their worldview?

Culturally Appropriate Intervention Strategies

- Based on what you learned during this experience, and from your readings and learnings in class, what themes might you want to explore in working with clients of this culture?
- Discusses the fundamental aspects counselors should be aware of when working with this specific subpopulation.
- Make a list of community resources available to the cultural group (e.g., associations, counseling services, foundations, community clinics, community outreach groups).

4) Group Presentation on Specific Multicultural Populations (25 points)

During the first class meeting, students will have the opportunity to choose a particular multicultural population for which they must research and develop a group presentation informing class members on the group selected and how multicultural counseling competencies come into play when working with clients who identify with this group of individuals. Each group will have 60 minutes to present its findings utilizing MS PowerPoint software and demonstrating professional presentation skills. Students may use the primary text for this class as a resource and starting point, however information from at least five additional peer-reviewed sources also must be used. Additional details regarding this assignment will be discussed during the first class meeting.

Point Allocation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Cultural Self-Narrative Papers</td>
<td>25</td>
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<tr>
<td>Film Critique and Analysis</td>
<td>25</td>
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<td>Cultural Immersion Project</td>
<td>25</td>
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<td>Group Presentation</td>
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Grade Distribution

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<td>B</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>Below 60</td>
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Required or Recommended Readings

**Textbook:**


**Recommended or supplemental readings:**


**State Adopted Proficiencies for School Counselors**

**School Counselor Standard I: Learner-Centered Knowledge**
The professional school counselor must have a broad knowledge base.

**School Counselor Standard II: Learner-Centered Skills**
The professional school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

**School Counselor Standard III: Learner-Centered Process**
The professional school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners’ knowledge, skills, motivation, and personal growth.

**School Counselor Standard IV: Learner-Centered Equity and Excellence for All Learners**
The professional school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

**School Counselor Standard V: Learner-Centered Communications**
The professional school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

**School Counselor Standard VI: Learner-Centered Professional Development**
The professional school counselor pursues continuous professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.
TEExES Competencies (COE)

Competency 001 (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

Competency 002 (Student Diversity): The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students): The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 004 (Program Management): The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, which promotes all students' success.

Competency 005 (Developmental Guidance Program): The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment): The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families): The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community): The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

CACREP Standards

This course is designed to meet 2016 CACREP standards included in Section 2 (Professional Counseling Identity) and Section 5 (Entry-Level Specialty Areas). The following standards are covered in this course, with standards shown in bold type representing the targeted course objectives that will be assessed throughout the semester.
• CACREP Standard 2-F-2-a: Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.

• CACREP Standard 2-F-2-b: Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.

• CACREP Standard 2-F-2-c: Multicultural counseling competencies.

• CACREP Standard 2-F-2-d: The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others.

• CACREP Standard 2-F-2-e: The effects of power and privilege for counselors and clients.

• CACREP Standard 2-F-2-f: Help-seeking behaviors of diverse clients.

• CACREP Standard 2-F-2-g: The impact of spiritual beliefs on clients’ and counselors’ worldviews.

• CACREP Standard 2-F-2-h: Strategies for identifying and eliminating barriers, prejudices, and processes of intentional/unintentional oppression and discrimination.

Addictions Counseling Standards

• CACREP Standard 5-A-2-g: Culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.

• CACREP Standard 5-A-2-j: Cultural factors relevant to addiction and addictive behavior.

Clinical Mental Health Counseling Standards

• CACREP Standard 5-C-2-j: Cultural factors relevant to clinical mental health counseling.

• CACREP Standard 5-C-3-e: Strategies to advocate for persons with mental health issues.

Marriage, Couple, and Family Counseling Standards

• CACREP Standard 5-F-2-e: Human sexuality and its effect on couple and family functioning.

• CACREP Standard 5-F-2-f: Aging and intergenerational influences and related family concerns.

• CACREP Standard 5-F-2-m: Cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration.
School Counseling Standards

- CACREP Standard 5-G-3-k: Strategies to promote equity in student achievement and college access.

Course Policies

Attendance

Students are expected to attend each scheduled class session. While I believe class attendance to be important, I also realize that as adult learners, students have lives and responsibilities outside the classroom. When unexpected events or emergencies such as personal illnesses, family crises, or a death in the family arise, I ask that you communicate with me as soon as possible so that I am aware of the situation and we can work together to devise a mutually agreeable course of action. Under these circumstances, absences will be considered “excused” upon receipt of appropriate documentation (doctor’s note, court paperwork, obituary, etc.) and written approval from your instructor. Additional excused absences will be granted for participation in a religious holy day as outlined in the University catalog.

For absences that are not excused, the following attendance policies are in place:

- Students are permitted only one unexcused absence without penalty during the semester. Upon a second unexcused absence, students will incur a 10% reduction in their final grade.
- Following a third unexcused absence, students will either receive a failing grade for the course or be administratively dropped from the course.
- Arriving late or leaving early to class is discouraged. Two such instances will count as an unexcused absence.
- Students acting unprofessionally in class will be asked to leave. Should a dismissal result in the student missing more than 50% of the class period, an unexcused absence will be issued.

Communication

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response to their questions from me within 48 hours (excluding weekends & university-recognized holidays).

Late Submissions of Student Work

All assignments are to be submitted online to the course Blackboard page prior to the beginning of class on the due date specified in the course calendar (see end of syllabus). Assignments not received prior to the beginning of class will be considered late. A letter grade deduction will be applied to all late submissions that were not discussed with your instructor in advance. After five days late, assignments will no longer be accepted and a grade of zero will be issued.
Extra Credit

As a general rule, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

Academic Integrity and Plagiarism


University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.
Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, **YOU** must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Simply discontinuing your attendance and participation **WILL NOT** automatically result in you being dropped from the class. **June 16th** is the last day to drop a course with an automatic grade of “W” this term.

Classroom/Professional Behavior

Texas A&M University-Corpus Christi, as an academic community, requires each individual to respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These
documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
## Tentative Course Schedule (Summer 2017)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assigned Readings</th>
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| May 30   | The culturally competent counselor  
          Cultural identity development  
          **Hays & Erford Chapters 1 & 2**                                                                                                                      |
| June 1   | Social justice counseling, racism, and white privilege  
          **Hays & Erford Chapters 3 & 4**                                                                                                                      |
| June 6   | Gender, sexism, sexual orientation and heterosexism  
          **Hays & Erford Chapters 5 & 6**  
          **DUE: Cultural Self-Narrative Paper #1**                                                                                                         |
| June 8   | Social class and classism, disability, ableism, and ageism  
          **Hays & Erford Chapters 7 & 8**                                                                                                                      |
| June 13  | Counseling individuals and families of African descent  
          Counseling individuals and families of Arab descent  
          **Hays & Erford Chapters 9 & 10**                                                                                                                     |
| June 15  | Counseling individuals and families of Asian descent  
          Counseling individuals and families of Latin descent  
          **Hays & Erford Chapters 11 & 12**                                                                                                                    |
| June 20  | Counseling Native Americans  
          Counseling individuals and families of European descent  
          **Hays & Erford Chapters 13 & 14**  
          **DUE: Film Analysis Paper**                                                                                                                           |
| June 22  | Counseling individuals and families of multiracial descent  
          **Hays & Erford Chapter 15**                                                                                                                          |
| June 27  | Spirituality and religious beliefs  
          **Hays & Erford Chapter 16**  
          **Group Presentation #1**  
          **Group Presentation #2**  
          **DUE: Cultural Immersion Experience Paper**                                                                                                        |
| June 29  | Alternate approaches to counseling theories  
          Multicultural diagnosis and conceptualization  
          **Hays & Erford Chapters 17 & 18**  
          **Group Presentation #3**  
          **Group Presentation #4**  
          **DUE: Cultural Self-Narrative Paper #2**                                                                                                          |