



**Multicultural Counseling
COUN 6052
Fall Semester
Three Credit Hours**

Contact Information

Instructor: Michelle Dobson, PhD, LPC, RPT

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Office location: online Zoom

Office hours: *As requested and individually scheduled.*

Please Note: All students are asked to use university provided e-mail accounts when emailing their professor. Students' personal e-mail accounts should not be used in this case as University Policy must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).

Course Description

The purpose of this course is to help students gain an understanding of multicultural and social/sociocultural considerations to develop the knowledge and skills needed to provide counseling services to all populations. Students will also examine personal aspects of their culture and how these influence their worldviews, beliefs, and biases. This course focuses on culture identity development, social justice/advocacy, spirituality, counseling multicultural populations, and applying counseling theory to multicultural frameworks. Understanding multicultural counseling can assist students in gaining cultural humility to effectively assist individuals from various cultures and backgrounds. Within this course, students will engage in online lecture-based instruction and experiential activities that emphasizes practical application of the skills learned. Multicultural, ethical, and professional considerations will also be explored within this course. Students will also become familiar with the multicultural standards and counseling considerations in the *ACA Code of Ethics*.

Prerequisites

There are no prerequisites/corequisites for this course.

Syllabus content and schedule subject to change

Commitment to Diversity and Accommodations

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. Students who have a disability and feel they need accommodations in the course must present a letter to the instructor from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. Students who need accommodations because of a known or suspected disability should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

Special circumstances. Students who encounter any unforeseen circumstances during the semester that may affect their performance (e.g., physical, or mental illness, family emergency) must let their instructor know within seven (7) days so possible accommodations can be discussed or alternative arrangements made. Please note that retroactive accommodation will be decided on a case-by-case basis.

Course Content, Objective, CACREP Standards, and KPI

Content Areas

This course is designed to enable the student to:

1. Identify multicultural and pluralistic trends; characteristics, attitudes, beliefs, and experiences of (and among) diverse groups.
2. Write about cultural self-awareness and an understanding of the historical, political, and institutional influences on the oppression of diverse populations.
3. Identify public policies that affect the quality and accessibility of mental health services and enable effective advocacy for and treatment of diverse populations.
4. Learn about diverse populations and how counseling can best be suited to address the needs of said diverse population.
5. Students will examine counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination toward diverse people.

Objectives

Program Objective related to CACREP Core 3.B. Social and Cultural Identities and Experiences

Students will apply the multicultural competencies in the practice of counseling related to their concentration that will be measured at two points in time with a success rate at or above 70%.

CACREP Standards

From the objective above, students will learn the following CACREP standards and some will be evaluated for the KPI #1 for the Core 3.B.

	Standards
theories and models of multicultural counseling, social justice, and advocacy	3.B.1
the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews	3.B.2
the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors	3.B.3
the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally	3.B.4

the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients	3.B.5
the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness	3.B.6
disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities	3.B.7
principles of independence, inclusion, choice, and self-empowerment, and access to services within and outside the counseling relationship	3.B.8
strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	3.B.9
guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities	3.B.10
the role of religion and spirituality in clients' and counselors' psychological functioning	3.B.11

Course Topics

- Overall topics covered in this course include:
 - Developing multicultural competence
 - Cultural identity development
 - Race, gender, sexuality, and spirituality
 - Disability, Ageism, and Ableism
 - Counseling multicultural populations
 - Social Justice/Advocacy
 - Legal and ethical issues
 - Diagnosis and conceptualization

- The course will have four sections based on the textbook:
 - Becoming a Culturally Responsive Therapist
 - Making Meaningful Connections
 - Sorting Things Out
 - Beyond the Treatment Manuals

- Sections 1 and 4 have assignments due beyond discussion boards
 - Culture Sketch and Social Sketch
 - Multicultural Counseling Research Presentation

Instructional Methods

The primary methods of instruction for this course come from an asynchronous format that utilizes weekly recorded lectures and assigned readings. Students are required to engage in a discussion board through an asynchronous format. Asynchronously, students have the option to submit written posts and responses or create recorded video discussions in groups using Zoom. Synchronously, students can participate in a live discussion board weekly during the semester, where they can interact with the professor and other students over Zoom.

Student Performance Evaluation: Criteria and Procedures

Weekly Online Lecture/Video: There will be a short PowerPoint video addressing each week's chapter or topic.

Optional Weekly "Coffee and Culture": This one hour Zoom meeting will take place every Monday evening at 5:00PM CST (Starting the first Monday of the semester) and will focus on one of the two discussion questions due for that week. *This meeting is optional; however, for those that attend it will take the place of both the initial post and subsequent responses for that specific Discussion Question.* A notation will be placed in the DQ being discussed each week. No recording will be made of this meeting. *Attendees will need to post in DQ: "Attended Zoom Meeting" for each week of attendance to receive a grade.*

Recommended Professional Identity Development:

OPTIONAL BUT ENCOURAGED! To promote professional development during the student's graduate program, it is recommended that every student subscribe to and engage in a LISTSERV with other counseling graduate students to communicate with other students about classes, internships, papers, and ideas about the profession. Recommended Listservs are:

<https://lists.osu.edu/mailman/listinfo/counsgrads>

or

[.Diversegrad-L@listserv.american.edu](mailto:Diversegrad-L@listserv.american.edu), To subscribe send the message: SUBSCRIBE DIVERSEGRAD-L To: Listserv@listserv.AMERICAN.EDU

BONUS POINTS POTENTIAL:

Five bonus points each (up to 20 points maximum) for sharing a discussion experience from the listserv in the "Bonus" section of the course.

Ten bonus points (up to 30 points maximum) for webinars and other counselor training on multicultural counseling. Submit proof of attendance (certificate, etc.) in the "Bonus" section in Canvas.

All Bonus points applied to the final grade at the end of the semester.

Discussion Board Posts

Due: Weekly

- Initial posts are due on Wednesdays by 11:59 p.m. (***First posts due 8/23/23***)
- Late posts will not be graded unless otherwise arranged with instructor.
- Two responses to others per discussion question are due Sunday by 11:59 p.m.
- Initial posts should be a ***minimum of 150 words*** and should have proper in-text citation and reference. The two required responses should be ***at least 50 words***. Responses can include personal/professional experiences, questions which further the discussion, or appropriate comments (with in-text citation and reference) on the initial post (or another response to that post).

Total points: 10 points each DQ x 28= 280 possible points

Learning Objective 1; CACREP Standards 3.B.1, 3.B.2, 3.B.3, 3.B.4, 3.B.5, 3.B.6, 3.B.7, 3.B.8, 3.B.9, 3.B.10, 3.B.11

Culture Sketch and Social Sketch

Total Possible Points: 50 points

To increase your cultural self-awareness, complete a culture sketch and social sketch as defined in ***Exercise 3.1 and 3.2 from the textbook***.

Part one: label each section from exercise 3.1 in bold and then write out your response.

Part two: create a table to complete exercise 3.2.

Part three: provide a short reflection on completing this assignment (minimum 50 words).

Include a cover page on your assignment. An introduction and conclusion are not necessary but encouraged. The assignment does not have to be double-spaced. You will be graded on the thoroughness of your responses not on the responses themselves. This assignment is to help increase self-awareness/reflection and foster growth as a future counselor.

Assignment must be submitted in word format. *Rubric for the assignment posted on Canvas.*

Learning Objective 2; CACREP Standards 3.B.1, 3.B.2, 3.B.3, 3.B.11

Multicultural Counseling Research Presentation KPI Indicator

Total Possible Points: 70 points

To increase students' knowledge of multicultural and pluralistic characteristics within and among diverse groups, each student will develop and record a multi-media presentation regarding a particular cultural group (which they do not currently identify). The presentation should be approximately 15-20 minutes in length. You will need ten sources for this presentation (other than your book); 6 must be peer-reviewed and within the last 10 years (2012 to 2022). A word document with references must be submitted along with the presentation. *Rubric for the assignment posted on Canvas.*

To facilitate maximum growth, the group about which you do the presentation should be significantly culturally different from you. Your presentation should be designed to address the following topics (but are not limited to):

1. Description of the cultural group
 - a. Why you chose to do your assignment on this cultural group
 - b. How they are culturally different from you
2. Characteristics and strengths of the cultural group
3. Specific challenges of the cultural group
 - a. Barriers
 - b. Prejudices
 - c. Oppression
 - d. Discrimination
4. Significant historical events related to the cultural group
5. Implications for mental health counseling, assessment, and/or career counseling
 - a. The effects of power and privilege in counseling this cultural group
 - b. Help seeking behaviors of this cultural group
 - c. The impact of spiritual beliefs on the cultural group's worldview
 - d. Communication style of the cultural group (e.g., eye contact, etc.).
6. Theories / models of multicultural counseling that would help you work with this cultural group
7. Strategies for elimination of barriers, prejudices, and process of intentional and unintentional oppression and discrimination of this cultural group
8. Relevant governmental policies/legislation and opportunities for advocacy for the cultural group
9. Resources for members of this cultural group

Learning Objective 3 and 4; CACREP Standards 3.B.1, 3.B.2, 3.B.3, 3.B.4, 3.B.5, 3.B.6, 3.B.7, 3.B.8, 3.B.9, 3.B.10, 3.B.11. This project will serve as the Key Performance Indicator #1 for the CACREP Standards 5.B. Social and Cultural Identities and Experiences. KPI evaluations are submitted and stored in Tevera, a sample of the rubric in Tevera is provided at the end of the syllabus.

Evaluation and Grade Assignment

A total of 400 points are available for this course:

280	Discussion Board
50	Culture Sketch and Social Sketch
70	Multicultural Research Presentation

400	Total Points
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Grades will be assigned as follows:

Syllabus content and schedule subject to change

A = 360 to 400 points
B = 320 to 359 points
C = 280 to 319 points
D = 240 to 279 points
F = 0 to 278 points

Class Policies and Procedures

Required Textbooks

Hays, P. (2022). *Addressing Cultural Complexities in Counseling and Clinical Practice: An Intersectional Approach* (4th Edition). American Psychological Association. ISBN: 9781433835940.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Required Articles:

Provided in Canvas

Recommended Textbooks

None

Technology for the Class

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

View Canvas regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students are responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

Course Schedule

Date	Topics for the Week	CACREP STANDARDS	Activities
Week 1	Chapter 1: Diversity, Complexity, and Intersectionality	3.B.1, 3.B.2, 3.B.5, 3.B.7	DQ 1.1 and 1.2
Week 2	Chapter 2: Essential Knowledge and Qualities	3.B.1, 3.B.4, 3.B.8	DQ 2.1 and 2.2
Week 3	Chapter 3: Your Cultural Self-Assessment	3.B.1, 3.B.2, 3.B.11	DQ 3.1 and 3.2 Culture Sketch and Social Sketch Assignment
Week 4	Chapter 4: That's Not What I Meant: Finding the Right Words	3.B.1, 3.B.3, 3.B.5, 3.B.6, 3.B.7	DQ 4.1 and 4.2
Week 5	Chapter 5: Intersectionality: The Complexities of Identity	3.B.1, 3.B.2, 3.B.5, 3.B.6, 3.B.7	DQ 5.1 and 5.2
Week 6	Chapter 6: Creating Positive Therapeutic Alliance	3.B.1, 3.B.9, 3.B.10	DQ 6.1 and 6.2
Week 7	Chapter 7: Conducting a Culturally Responsive Assessment	3.B.1, 3.B.9, 3.B.10	DQ 7.1 and 7.2
Week 8	Chapter 8: Understanding Trauma	3.B.1, 3.B.4	DQ 8.1 and 8.2
Week 9	Chapter 9: Culturally Responsive Training	3.B.1, 3.B.6, 3.B.8, 3.B.9, 3.B.10	DQ 9.1 and 9.2
Week 10	Chapter 10: Making a Culturally Responsive Diagnosis	3.B.1, 3.B.9, 3.B.10	DQ 10.1 and 10.2
Week 11	Chapter 11: Culturally Responsive Therapy: An Integrative Approach	3.B.1, 3.B.2, 3.B.4, 3.B.9, 3.B.10, 3.B.11	DQ 11.1 and 11.2
Week 12	Chapter 12: Culturally Adapted Tools and Techniques	3.B.1, 3.B.3, 3.B.9, 3.B.10	DQ 12.1 and 12.2
Week 13	Chapter 13: Indigenous, Creative, Mindfulness, and Social Justice Interventions	3.B.1, 3.B.2, 3.B.9, 3.B.10	DQ 13.1 and 13.2
Week 14	Chapter 14: Putting it All Together: A Complex Case Chapter 15: Conclusion	3.B.1, 3.B.2, 3.B.6, 3.B.7, 3.B.9, 3.B.10	DQ 14.1 and 14.2

Syllabus content and schedule subject to change

Week 15	Final Zoom “Coffee and Culture” will happen on November 27 at 5pm Bonus 10 points for attendance!	3.B.1, 3.B.2, 3.B.3, 3.B.4, 3.B.5, 3.B.6, 3.B.7, 3.B.8, 3.B.9, 3.B.10, 3.B.11	Multicultural Counseling Research Presentation Assignment Due by 11/29/23
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Other Policies and Procedures

Attendance Policy : This is an online class so Canvas assignments are required weekly and students are required to check their ULM e-mails daily.

Make-up Policy: There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (<http://bit.ly/1LbMV0c>)

Academic Integrity: Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university’s policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.

Course Evaluation Policy: At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.

Emergency Procedures: (N/A for online courses.)

Discipline/Course Specific Policies: Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility.

Grading and Emailing: Instructor will have assignments graded within 7 days after the due date has passed. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no respond, respectfully email instructor again.

Late Policy: No assignments will be accepted after the last day of class. Otherwise, late papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

Student Services : The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the

Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

Student Success Center www.ulm.edu/studentsuccess/

Counseling Center www.ulm.edu/counselingcenter/

Special Needs www.ulm.edu/studentaffairs/ www.ulm.edu/counselingcenter/special.html

Library www.ulm.edu/library/reference.html

Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

Current University policies on serving students with disabilities can be obtained on the ULM website : www.ulm.edu/counselingcenter/

Student Health Services www.ulm.edu/studentaffairs/.

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Voice phone : 318-342-5220

Fax: 318-342-5228

Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

The ULM Counseling Center: 318-342-5220

The Marriage & Family Therapy and Counseling Clinic: 318-342-5678

Remember that all services are offered free to students, and all are strictly confidential.

If you have special needs that I need to be made aware of, you should contact me within the first two days of class.

Sexual Harassment or Gender-Based Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix

How to use Canvas:

Canvas Training Guide (PDF)

Canvas Training Tutorial (video)

Canvas Training Manual (PDF)

Canvas Training Guide (PDF)

KPI Assessment COUN 6052 Grading Rubric

Pass: as evidenced by receiving a performance level of a 3 or higher on a 5-point scale on each requirement/standard assessed through the assignment. Note: Ratings of 3 or above indicate performing well for student’s stage of development; a rating of 2 may require remediation and a rating of 1 will require remediation.

5 = Advanced: Skills and understanding evident at an exceptional level

4 = Proficient: Strong level of mastery of skills and understanding

3 = Basic: Understanding of concepts/skills evident

2 = Developing: In process of developing understanding of concepts and skills; growth needed

1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

Assignment Specific Requirements and Professional Identity CACREP Standards

Assignment Specific	CACREP Standard	Performance Level 1-5
theories and models of multicultural counseling, social justice, and advocacy	3.B.1	
the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals’ worldviews	3.B.2	
the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors	3.B.3	
the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally	3.B.4	
the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients	3.B.5	
the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness	3.B.6	
disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities	3.B.7	
principles of independence, inclusion, choice, and self-empowerment, and access to services within and outside the counseling relationship	3.B.8	
strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	3.B.9	
guidelines developed by professional counseling organizations related to	3.B.10	

social justice, advocacy, and working with individuals with diverse cultural identities

the role of religion and spirituality in clients' and counselors' psychological functioning

3.B.11

This KPI evaluation will be done in Tevera.