

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING

Counseling the Culturally Different, EDCG 5347, (3 Semester Hours), Online Format

COURSE SYLLABUS: Fall 2020

INSTRUCTOR INFORMATION

Instructor: Karen L Furgerson, Ph.D., LPC-S

Office Location: Rhode Hall 132

Office Hours: Tuesdays and Wednesdays 1:00-6:00

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University Email Address karen.furgerson@tamuk.edu

Preferred Form of Communication: prefer email when possible

COURSE INFORMATION

Textbook(s) Required:

Sue, D.W. and Sue, D. (2015) Counseling the Culturally Different, (7thEd.) John Wiley & Sons. (ISBN: 978-1-119-08433-4)

New: \$130.00

Used: \$19.00 (at 2 sites)

Technology Requirement(s): Technology Requirement(s):

- This class is taught through a hybrid format with a significant portion delivered online, including major assignments and exams. Students need access to Blackboard, which is an online teaching format. You are responsible for your access to (a) a reliable computer, (b) stable internet service to watch videos and respond to blackboard assignments, and (c) Microsoft Word, PowerPoint, and Adobe Reader for 16 weeks.

All TAMUK students can download Microsoft Office 365 for free. After accessing your TAMUK email, you may install it by clicking on the "Brady Bunch" square and selecting Office 365". Click the Install Office button, and then click on Office 365 apps. If you encounter challenges accessing your TAMUK email/blackboard, you may visit "Help Desk" located in the Jernigan Library or call iTech Support at 361-593-HELP (24 hours a day and 7 days a week).

COURSE DESCRIPTION

An overview, review and study of counseling processes and methods to consider when counseling culturally different populations. This course provides a foundation for understanding and providing effective counseling services to culturally different persons.

This course contains information concerning theoretical, conceptual, practical and ethical considerations for counseling the culturally different. Issues and concepts, guidelines, methods and skills for counseling specific traditionally defined minority groups. The politics of counseling, barriers to effective cross-cultural counseling communication styles, and the skills and knowledge of the culturally skilled counselor will be addressed.

Rigor Statement: This course is designed to--

- provide content knowledge beyond the undergraduate level,
- make maximum use of modern technology and other available resources,

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- emphasize the analysis and synthesis of information and should expand the student's knowledge base and prepare the student for the job market at a more advanced level than those with baccalaureate degree.
- provide knowledge of scholarly writing techniques and of research methodologies appropriate to the discipline, and
- prepare the student for pursuing more advanced degrees.

STUDENT LEARNER OUTCOMES/MARKETABLE SKILLS

ALIGNMENT OF PROGRAM LEARNING OBJECTIVES TO NATIONAL AND STATE STANDARDS

*The table below should include alignment to standards relevant to the program.

2016 CACREP Standards

<p>Expected Student Learning Outcomes for this Course <i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i> <i>Content covered includes:</i></p>	<p>Course objectives</p>	<p>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</p>	<p>SLO Assessment Point <i>By Rubric or Test Score</i></p>
<p>2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</p>	<p>5</p>	<p>Present PowerPoints for Required Readings: :</p> <p>Chapter 1: Obstacles to Cultural Competence: Understanding Resistance to Multicultural Training Chapter 2: The Superordinate Nature of Multicultural Counseling and Therapy Chapter 4: Sociopolitical Implications of Oppression: Trust and Mistrust in Counseing/Psychotherapy Chapter 6:Microaggressions in Counseling and Psychotherapy Chapter 7: Culturally Appropriate Interventions</p> <p>Discuss the four levels of cultural awareness (DB 01) through the discussion board forum.</p> <p>Respond to the following in discussion board forum: (DB 02) As a counselor, what stereotypes, perceptions, and beliefs you personally and professionally hold about culturally diverse groups that may hinder your ability to form a helpful, ethical and effective relationship? This is a question you may ask if you are attempting to develop which component of competence?</p>	<p>Blackboard scenario reactions associated with chapters (See appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated with chapters (See appendix B with a grading rubric.)</p> <p>Final Exam Score</p> <p>Presentation (See appendix C with a grading rubric.)</p>

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		<p>In the discussion board forum, respond to the following: Please share your knowledge of (a) What are microaggressions?; (b) How are they manifested?; (c) What are the three major categories of cultural barriers that can lead to an ineffective helping relationship with culturally diverse clients?</p> <p>In the discussion board forum, answer the following question: In regards to multicultural counseling, what advocacy roles would be important for counselors to adopt and why?</p> <p>Complete assigned readings and blackboard activities and respond to the questions posed in the blackboard discussion or blog.</p> <p>Post two peer responses to enhance group discussions.</p>	
<p>2.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</p>	<p>2 3</p>	<p>Present PowerPoint for Lessons:</p> <p><i>Why am I?</i></p> <p><i>Who are You?</i></p> <p>Participate in Cultural Identity Activity (DB 03) in the discussion board forum.</p> <p>Present PowerPoints for Required Readings: :</p> <p>Chapter 8: Communication Styles and Its Impact on Counseling and Psychotherapy</p> <p>Chapter 10: Non-Western Indigenous Methods of Healing: Implications for Multicultural Counseling and Therapy Chapter</p> <p>Chapter 11: Racial/Cultural Identity Development in People of Color: Counseling Implications</p>	<p>Blackboard scenario reactions associated with presentations and chapter (See appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated with presentations and chapter (See appendix B with a grading rubric.)</p> <p>Final Exam Score</p> <p>Presentation (See appendix C with a grading rubric.)</p>

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		<p>Chapter 12: White Racial Identity Development: Counseling Implications</p> <p>Discuss the characteristics of the five-stage process in the Sue and Sue model.</p> <p>Answer the following questions in the discussion board forum:</p> <p>(a) What are some communication style differences that may impact the counseling relationship? (b) Discuss the findings of therapist-client matching of Flaherty & Adams (1998). What are the implications for your own ability to counsel others?</p> <p>In the discussion board forum, Compare and contrast the Western and non-Western perspectives on holistic outlook, interconnectedness, and harmony. In your response, please discuss the implications for counseling practice.</p> <p>Discuss how has mental health been defined by various cultural groups?</p> <p>Describe some of the differences between verbal and nonverbal expectations that may occur in counseling because of differences between communication patterns of ethnic minorities</p> <p>A Working Racial/Cultural Identity Development Model is presented. Discuss the various stages of identity of development, including the attitude toward Self, others within the same racial/cultural group, others in a different racial/cultural group, and the dominant group.</p> <p>Complete assigned readings and blackboard activities and respond to the questions posed in the blackboard discussion or blog.</p> <p>Post two peer responses to enhance group discussions.</p>	

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<p>2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</p>	<p>4</p>	<p>Present PowerPoints for Required Readings: :</p> <p>Chapter 2: The Superordinate Nature of Multicultural Counseling and Therapy.</p> <p>Chapter 3: Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups</p> <p>Chapter 4: The Political and Social Justice Implications of Counseling and Psychotherapy</p> <p>Chapter 7: Culturally Appropriate Interventions</p> <p>Chapter 9: Multicultural Evidence-Based Practice</p> <p>Respond to the following in discussion board forum:</p> <p>As a counselor, what stereotypes, perceptions, and beliefs you personally and professionally hold about culturally diverse groups that may hinder your ability to form a helpful, ethical and effective relationship? This is a question you may ask if you are attempting to develop which component of competence?</p> <p>Discuss the important features associated with a multidimensional model of cultural competence.</p> <p>Discuss the characteristics which a culturally competent counselor should exhibit.</p> <p>Discuss the concept of “The invisible veil.”</p> <p>Discuss reasons some researchers have argued that minority-group individuals underutilize and prematurely terminate counseling/therapy.</p> <p>Complete assigned readings and blackboard activities and respond to the questions posed in the blackboard discussion or blog.</p>	<p>Blackboard scenario reactions associated chapters (See appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated with chapters (See appendix B with a grading rubric.)</p> <p>Final Exam Score</p> <p>Presentation (See appendix C with a grading rubric.).</p>

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		<p>Post two peer responses to enhance group discussions.</p>	
<p>2.F.2.c. multicultural counseling competencies</p>	<p>1. 2 3</p>	<p>Present PowerPoints for Lessons:</p> <p><i>Prejudice</i></p> <p><i>Being Nonjudgmental</i></p> <p>In the blog forum discuss how a counselor can remain ethical and non-judgmental with a client whose culture and values are significantly different from his/her own, For example, A marriage and family counselor whose religion specifically sees GLBT individuals as sinful and has gay married couple as clients.(blog 06)</p> <p>Present PowerPoints for Required Readings: :</p> <p>Chapter 3: Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups</p> <p>Chapter 6: Microaggressions in Counseling and Psychotherapy</p> <p>Chapter 7: Culturally Appropriate Interventions</p> <p>Chapter 8: Communication Styles and Its Impact on Counseling and Psychotherapy</p> <p>Chapter 9: Multicultural Evidence-Based Practice</p> <p>Chapter 13: Culturally Competent Assessment</p> <p>Respond to the following in discussion board forum: As a counselor, what stereotypes, perceptions, and beliefs you personally and professionally hold about culturally diverse groups that may hinder your ability to form a helpful, ethical, and effective relationship? This is a question you may ask if you are attempting to develop which component of competence?</p>	<p>Blackboard scenario reactions associated with presentations and chapters (See appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated with presentations and chapters (See appendix B with a grading rubric.)</p> <p>Final Exam Score</p> <p>Presentation (See appendix C with a grading rubric.)</p>

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		<p>Discuss the four ways that family systems therapy is culture bound</p> <p>Respond to the following in the discussion board forum:</p> <p>(a) Describe some general principles that may be useful in developing competencies for multicultural family therapy</p> <p>In the discussion board forum compare and contrast Western and non-Western perspectives on holistic outlook, interconnectedness and harmony and the implications for counseling practice.</p> <p>Discuss reasons that different groups mistrust one another based on the various perceptions discussed in the text.</p> <p>Respond to the following in the discussion board forum:</p> <p>Describe some general principles that may be useful in developing competencies for multicultural family therapy.</p> <p>Complete assigned readings and blackboard activities and respond to the questions posed in the blackboard discussion or blog.</p> <p>Post two peer responses to enhance group discussions.</p>	
<p>2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</p>	<p>1 3</p>	<p>Share PowerPoint for Differing Cultural Perspectives Lesson:</p> <p><i>Beauty is in the eye of the culture</i></p> <p>Watch Acculturation video and respond to the blog(10):</p> <p>In the video, Sean Thornton has recently immigrated to Ireland from America. He discovers many of the customs are unfamiliar to him. How does his</p>	<p>Blackboard scenario reactions associated with presentation, video and chapters (See appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated with presentation, video and chapters (See</p>

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		<p>upbringing in America and his personal value system impact his relationship with Mary Kate? How do Sean and Mary Kate resolve the issue? By the end of the film, in what stage of Acculturation is Sean?</p> <p>Present PowerPoints for Required Readings:</p> <p>Chapter 5: The Impact of Systemic Oppression: Counselor Credibility and Client Worldviews</p> <p>Chapter 10: Non-Western Indigenous Methods of Healing: Implications for Multicultural Counseling and Therapy</p> <p>Chapter11: Racial/Cultural Identity Development in People of Color: Counseling Implications</p> <p>Chapter 12: White Racial Identity Development: Counseling Implications</p> <p>Respond in the discussion board forum to the question Discuss the findings of therapist-client matching of Flaherty & Adams (1998). What are the implications for your own ability to counsel others?</p> <p>Respond to the following in the discussion board forum:</p> <p>Compare and contrast the Western and non-Western perspectives on holistic outlook, interconnectedness, and harmony. In your response, please discuss the implications for counseling practice</p> <p>Discuss the characteristics of the five-stage process in the Sue and Sue model.</p> <p>Participate in Cultural Identity Activity (DB 03) in the discussion board forum.</p> <p>In the discussion board forum compare and contrast Western and non-Western perspectives on holistic</p>	<p>appendix B with a grading rubric.)</p> <p>Final Exam Score</p> <p>Presentation (See appendix C with a grading rubric.).</p>

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		<p>outlook, interconnectedness and harmony and the implications for counseling practice.</p> <p>Complete assigned readings and blackboard activities and respond to the questions posed in the blackboard discussion or blog.</p> <p>Post two peer responses to enhance group discussions.</p>	
<p>2.F.2.g. the impact of spiritual beliefs on clients' and counselors' worldviews</p>	<p>1</p>	<p>Present PowerPoints for Lesson:</p> <p><i>Why am I?</i></p> <p><i>Who are You?</i></p> <p>Discuss how culture defines us, and that culture is comprised of more than ethnicity; it includes Age/generation, disability, religion, social status, sexual orientation, indigenous heritage, gender as well.</p> <p><i>Beauty is in the eye of the culture</i></p> <p><i>Participate in Cultural Identity Activity (DB 03) in the discussion board forum.</i></p> <p>In the blog forum Discuss how culture influences how we interpret concepts such as beauty. Remember that our history as well as geography or religion impacts who we are culturally as well, for example during Victorian England, showing one's ankles would have been seen as scandalous; today wearing skirts to the floor, long sleeves and high necklines in summer would be questioned</p> <p>Present PowerPoints for Required Readings: :</p> <p>Chapter 1: Obstacles to Cultural Competence: Understanding Resistance to Multicultural Training</p> <p>Chapter 7: Culturally Appropriate Interventions</p>	<p>Blackboard scenario reactions associated with presentation (See appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated with presentation (See appendix B with a grading rubric.)</p> <p>Final Exam Score</p> <p>Presentation (See appendix C with a grading rubric.).</p>

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		<p>Discuss how mental health has been defined by various cultural groups?</p> <p>Complete assigned readings and blackboard activities and respond to the questions posed in the blackboard discussion or blog.</p> <p>Post two peer responses to enhance group discussions.</p>	
<p>2 F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</p>	<p>2</p>	<p>Present PowerPoints for Lessons:</p> <p><i>Prejudice</i></p> <p><i>Being NONjudgmental</i></p> <p>In the blog forum discuss how a counselor can remain ethical and non-judgmental with a client whose culture and values are significantly different from his/her own, For example, A marriage and family counselor whose religion specifically sees GLBT individuals as sinful and has gay married couple as clients.(blog 06)</p> <p>Present PowerPoints for Required Readings:</p> <p>Chapter 3: Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups</p> <p>Chapter 4: The Political and Social Justice Implications of Counseling and Psychotherapy</p> <p>Chapter 5: The Impact of Systemic Oppression: Counselor Credibility and Client Worldviews</p> <p>Chapter 6: Microaggressions in Counseling and Psychotherapy And Participate in online discussion boards.</p> <p>Chapter 7: Barriers to Multicultural Counseling and Therapy: Individual and Family Perspectives</p> <p>Respond in the discussion board forum to the question Discuss the findings of therapist-client</p>	<p>Blackboard scenario reactions associated with presentations and chapters (See appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated with presentation and chapter (See appendix B with a grading rubric.)</p> <p>Final Exam Score</p> <p>Presentation (See appendix C with a grading rubric.).</p>

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		<p>matching of Flaherty & Adams (1998). What are the implications for your own ability to counsel others?</p> <p>In the discussion board forum share your knowledge of (a) What are microaggressions?; (b) How are they manifested?; (c) What are the three major categories of cultural barriers that can lead to an ineffective helping relationship with culturally diverse clients?</p> <p>In the discussion board forum discuss what are the three major categories of cultural barriers that can lead to an ineffective helping relationship with culturally diverse clients?</p> <p>Complete assigned readings and blackboard activities and respond to the questions posed in the blackboard discussion or blog. Post two peer responses to enhance group discussions.</p>	
<p>2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness over the life span</p>	<p>2 3 5</p>	<p>Present PowerPoints for Required Readings:</p> <p>Chapter 3: Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups</p> <p>Chapter 7: Culturally Appropriate Interventions</p> <p>Chapter 8: Communication Styles and Its Impact on Counseling and Psychotherapy</p> <p>Chapter 10: Non-Western Indigenous Methods of Healing: Implications for Multicultural Counseling and Therapy</p> <p>Chapter 11: Racial/Cultural Identity Development in People of Color: Counseling Implications</p> <p>Chapter 12: White Racial Identity Development: Counseling Implications</p> <p>Respond to the following in discussion board forum: As a counselor, what stereotypes, perceptions, and beliefs you personally and professionally hold about</p>	<p>Blackboard scenario reactions associated with chapters (See appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated with chapters (See appendix B with a grading rubric.)</p> <p>Final Exam Score</p> <p>Presentation (See appendix C with a grading rubric.)</p>

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		<p>culturally diverse groups that may hinder your ability to form a helpful, ethical and effective relationship? This is a question you may ask if you are attempting to develop which component of competence?</p> <p>In the blog forum discuss how a counselor can remain ethical and non-judgmental with a client whose culture and values are significantly different from his/her own, For example, A marriage and family counselor whose religion specifically sees GLBT individuals as sinful and has gay married couple as clients.(blog 06)</p> <p>Discuss the four ways that family systems therapy is culture bound</p> <p>Respond to the following in the discussion board forum:</p> <p>(a) Describe some general principles that may be useful in developing competencies for multicultural family therapy;</p> <p>Respond to the following in the discussion board forum:</p> <p>Compare and contrast the Western and non-Western perspectives on holistic outlook, interconnectedness, and harmony. In your response, please discuss the implications for counseling practice.</p> <p>Discuss the characteristics of the five-stage process in the Sue and Sue model. Participate in Cultural Identity Activity (DB 03) in the discussion board forum.</p> <p>In the discussion board forum compare and contrast Western and non-Western perspectives on holistic outlook, interconnectedness and harmony and the implications for counseling practice.</p>	

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		<p>What issues must counselor s address if the mental health profession is to respond adequately to the diversification of the U.S. ?</p> <p>Complete assigned readings and blackboard activities and respond to the questions posed in the blackboard discussion or blog.</p> <p>Post two peer responses to enhance group discussions.</p>	
<p>5.C.2.j. cultural factors relevant to clinical mental health counseling</p>	<p>2</p>	<p>Present PowerPoints for Required Readings:</p> <p>Chapter 3: Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups</p> <p>Respond to the following in discussion board forum: As a counselor, what stereotypes, perceptions, and beliefs you personally and professionally hold about culturally diverse groups that may hinder your ability to form a helpful and effective relationship? This is a question you may ask if you are attempting to develop which component of competence?</p> <p>Chapter 8: Communication Styles and Its Impact on Counseling and Psychotherapy</p> <p>Discuss the four ways that family systems therapy is culture bound</p> <p>Respond to the following in the discussion board forum:</p> <p>Describe some general principles that may be useful in developing competencies for multicultural family therapy;.</p> <p>Chapter 9: Multicultural Evidence-Based Practice</p> <p>In the discussion board forum compare and contrast Western and non-Western perspectives on holistic</p>	<p>Blackboard scenario reactions associated with chapters (See appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated chapters (See appendix B with a grading rubric.)</p> <p>Final Exam Score</p> <p>Presentation (See appendix C with a grading rubric.)</p>

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		<p>outlook, interconnectedness and harmony and the implications for counseling practice.</p> <p>Discuss how has mental health been defined by various cultural groups?</p> <p>Complete assigned readings and blackboard activities and respond to the questions posed in the blackboard discussion or blog.</p> <p>Post two peer responses to enhance group discussions.</p>	

COURSE OBJECTIVES

Course Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
<p>1. Students will develop a personal and ethical framework and effective perspective for counseling, to include cultural differences and diversity as demonstrated by the presentation project examining a culture with which they are unfamiliar, review of current literature and an exam</p>	<ul style="list-style-type: none"> • Present PowerPoint for Lesson: <i>Beauty is in the eye of the culture</i> <p>In the blog forum Discuss how culture influences how we interpret concepts such as beauty. Remember that our history as well as geography or religion impacts who we are culturally as well, for example during Victorian England, showing one's ankles would have been seen as scandalous; today wearing skirts to the floor, long sleeves and high necklines in summer would be questioned</p>	<ul style="list-style-type: none"> • Blackboard scenario reactions associated with presentations and chapter (See appendix A with a grading rubric.) • Blackboard group discussions associated with presentation and chapter (See appendix B with a grading rubric.) • Midterm Exam Score • Final Exam Score 	<p>2.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.</p> <p>2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social</p>

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	<p>Discuss how has mental health been defined by various cultural groups?</p> <p>A Working Racial/Cultural Identity Development Model is presented. Discuss the various stages of identity of development, including the attitude toward Self, others within the same racial/cultural group, others in a different racial/cultural group, and the dominant group</p> <p>Watch Acculturation video</p> <p>Respond to the following in the blog forum:</p> <p>In the video, Sean Thornton has recently immigrated to Ireland from America. He discovers many of the customs are unfamiliar to him. How does his upbringing in America and his personal value system impact his relationship with Mary Kate? How do Sean and Mary Kate resolve the issue? By the end of the film, in what stage of Acculturation is Sean?</p> <ul style="list-style-type: none"> Present PowerPoints for Required Readings: : <ul style="list-style-type: none"> Chapter 3: Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups Chapter 8: 	<ul style="list-style-type: none"> Presentation (See appendix C with a grading rubric.). 	<p>justice and advocacy</p> <p>2.F.2.d.</p> <p>the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</p> <p>2.F.1.e.</p> <p>advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</p> <p>2.F.2.f</p> <p>help-seeking behaviors of diverse clients</p> <p>2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum</p>

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Course Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
	<p>Communication Styles and Its Impact on Counseling and Psychotherapy</p> <p>Chapter 9: Multicultural Evidence-Based Practice</p> <p>Chapter 10: Non-Western Indigenous Methods of Healing: Implications for Multicultural Counseling and Therapy Chapter</p> <p>11: Racial/Cultural Identity Development in People of Color: Counseling Implications</p> <p>Chapter 12: White Racial Identity Development: Counseling Implications</p> <p>Chapter 13: Culturally Competent Assessment</p> <p>Respond to the following in discussion board forum: As a counselor, what stereotypes, perceptions, and beliefs you personally and professionally hold about culturally diverse groups that may hinder your ability to form a helpful, ethical and effective relationship? This is a question you may ask if you are attempting to develop which component of competence?</p> <p>In the blog forum discuss how a counselor can remain ethical and non-judgmental with a client whose culture and values are significantly different from his/her own, For example, A</p>		<p>development and wellness over the life span</p> <p>2.F.2.g.</p> <p>the impact of spiritual beliefs on clients' and counselors' worldviews</p>

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Course Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
	<p>marriage and family counselor whose religion specifically sees</p> <p>GLBT individuals as sinful and has gay married couple as clients.(blog 06)</p> <p>In the discussion board forum, answer the following question: In regards to multicultural counseling, what advocacy roles would be important for counselors to adopt and why?</p> <p>Respond to the following in the discussion board forum:</p> <p>Describe some of the differences between verbal and nonverbal expectations that may occur in counseling because of differences between communication patterns of ethnic minorities</p> <p>Discuss the four ways that family systems therapy is culture bound</p> <p>In the discussion board forum compare and contrast Western and non-Western perspectives on holistic outlook, interconnectedness and harmony and the implications for counseling practice.</p> <p>Discuss the characteristics of the five-stage process in the Sue and Sue model.</p>		

The syllabus and schedule are subject to change.

Course Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
	<p>Participate in Cultural Identity Activity (DB 03) in the discussion board forum.</p> <p>In the discussion board forum compare and contrast Western and non-Western perspectives on holistic outlook, interconnectedness and harmony and the implications for counseling practice.</p> <p>Discuss reasons that different groups mistrust one another based on the various perceptions discussed in the text.</p> <p>Discuss the four levels of cultural awareness through the discussion board forum.</p> <p>Respond to the following in discussion board forum: As a counselor, what stereotypes, perceptions, and beliefs you personally and professionally hold about culturally diverse groups that may hinder your ability to form a helpful , ethical and effective relationship? This is a question you may ask if you are attempting to develop which component of competence?</p> <ul style="list-style-type: none"> • Students will develop a presentation to illustrate a cultural groups studied other than their own. Customs, history, family structure, spirituality and especially special 		

The syllabus and schedule are subject to change.

Course Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
	<p>issues in counseling which pertain to the culture should be included.</p> <ul style="list-style-type: none"> • Complete assigned readings and blackboard activities and respond to the questions posed in the blackboard discussion or blog. • Post two peer responses to enhance group discussions. 		
<p>2. Students synthesize and integrate principles, issues, case studies, research and knowledge essential to effective counseling with culturally diverse populations as demonstrated by the participation in a presentation project examining a culture with which they are unfamiliar, review of current literature and an exam</p>	<ul style="list-style-type: none"> • Present PowerPoints for Lessons: Why am I? Who are You? Prejudice Being NONjudgemental • Participate in Cultural Identity Activity (DB 03) in the discussion board forum. • Present PowerPoints for Required Readings: Chapter 3: Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups Chapter 7: Barriers to Multicultural Counseling and Therapy: Individual and Family Perspectives Chapter 8: Communication Styles and Its Impact on Counseling and Psychotherapy 	<ul style="list-style-type: none"> • Blackboard scenario reactions associated with presentations and chapters (See appendix A with a grading rubric.) • Blackboard group discussions associated with presentation and chapter (See appendix B with a grading rubric.) • Midterm Exam Score • Final Exam Score • Presentation (See appendix C with a grading rubric.). 	<p>2.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.</p> <p>2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</p> <p>2.F.2.c. multicultural counseling competencies</p> <p>2.F.2.d. the impact of heritage,</p>

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Course Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
	<p>Chapter 9: Multicultural Evidence-Based Practice</p> <p>Chapter 11: Racial/Cultural Identity Development in People of Color: Counseling Implications</p> <p>Chapter 12: White Racial Identity Development: Counseling Implications</p> <p>Chapter 13: Culturally Competent Assessment</p> <p>Respond to the following in discussion board forum: As a counselor, what stereotypes, perceptions, and beliefs you personally and professionally hold about culturally diverse groups that may hinder your ability to form a helpful, ethical, and effective relationship? This is a question you may ask if you are attempting to develop which component of competence?</p> <p>In the discussion board forum discuss what are the three major categories of cultural barriers that can lead to an ineffective helping relationship with culturally diverse clients?</p>		<p>attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others,</p> <p>2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</p> <p>2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</p> <p>2.F.2.f help-seeking behaviors of diverse clients</p> <p>2.F.2.g.</p>

The syllabus and schedule are subject to change.

Course Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
	<p>Discuss the four ways that family systems therapy is culture bound</p> <p>Respond to the following in the discussion board forum:</p> <p>(a) Describe some general principles that may be useful in developing competencies for multicultural family therapy; (b) Compare and contrast the Western and non-Western perspectives on holistic outlook, interconnectedness, and harmony. In your response, please discuss the implications for counseling practice.</p> <p>Discuss the characteristics of the five-stage process in the Sue and Sue model.</p> <p>Participate in Cultural Identity Activity (DB 03) in the discussion board forum.</p> <p>In the discussion board forum compare and contrast Western and non-Western perspectives on holistic outlook, interconnectedness and harmony and the implications for counseling practice.</p> <p>Discuss reasons that different groups mistrust one another based on the various perceptions discussed in the text.</p> <p>Discuss the four levels of cultural awareness through the discussion board forum.</p>		<p>the impact of spiritual beliefs on clients' and counselors' worldviews</p>

The syllabus and schedule are subject to change.

Course Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
	<p>Watch Acculturation video</p> <p>Respond to the following in the blog forum:</p> <p>In the video, Sean Thornton has recently immigrated to Ireland from America. He discovers many of the customs are unfamiliar to him. How does his upbringing in America and his personal value system impact his relationship with Mary Kate? How do Sean and Mary Kate resolve the issue? By the end of the film, in what stage of Acculturation is Sean?</p> <p>Respond to the following in discussion board forum: As a counselor, what stereotypes, perceptions, and beliefs you personally and professionally hold about culturally diverse groups that may hinder your ability to form a helpful, ethical, and effective relationship? This is a question you may ask if you are attempting to develop which component of competence?</p> <p>In the discussion board forum, answer the following question: In regards to multicultural counseling, what advocacy roles would be important for counselors to adopt and why?</p> <ul style="list-style-type: none"> • Students will develop a presentation to illustrate a cultural groups studied other than their own. Customs, 		

The syllabus and schedule are subject to change.

Course Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
	<p>history, family structure, spirituality and especially special issues in counseling which pertain to the culture should be included.</p> <ul style="list-style-type: none"> • Complete assigned readings and blackboard activities and respond to the questions posed in the blackboard discussion or blog. • Post two peer responses to enhance group discussions. 		
<p>3. Students will identify key concepts and issues in cross-cultural counseling as demonstrated by the presentation project examining a culture with which they are unfamiliar, review of current literature and an exam</p>	<ul style="list-style-type: none"> • Present PowerPoints for Lesson: Why am I? Who are You? • Participate in Cultural Identity Activity (DB 03) in the discussion board forum. • Watch Acculturation and respond to the blog(10): • In the video, Sean Thornton has recently immigrated to Ireland from America. He discovers many of the customs are unfamiliar to him. How does his upbringing in America and his personal value system impact his relationship with Mary Kate? How do Sean and Mary Kate resolve the issue? By the end of the film, in what stage of Acculturation is Sean? • Present PowerPoints for Required Readings: 	<ul style="list-style-type: none"> • Blackboard scenario reactions associated with presentations and chapters (See appendix A with a grading rubric.) • Blackboard group discussions associated with presentations and chapters (See appendix B with a grading rubric.) • Midterm Exam Score • Final Exam Score • Presentation (See appendix C with a grading rubric.). 	<p>2.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.</p> <p>2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</p> <p>2.F.2.c. multicultural counseling</p>

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Course Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
	<p>Chapter 3: Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups</p> <p>Chapter 8: Communication Styles and Its Impact on Counseling and Psychotherapy</p> <p>Chapter 9: Multicultural Evidence-Based Practice</p> <p>11: Racial/Cultural Identity Development in People of Color: Counseling Implications</p> <p>Chapter 13: Culturally Competent Assessment</p> <p>Respond to the following in discussion board forum: As a counselor, what stereotypes, perceptions, and beliefs you personally and professionally hold about culturally diverse groups that may hinder your ability to form a helpful, ethical, and effective relationship? This is a question you may ask if you are attempting to develop which component of competence?</p> <p>Discuss the four ways that family systems therapy is culture bound Respond to the following in the discussion board forum:</p> <p>(a) Describe some general principles that may be useful in developing competencies for multicultural family therapy; (b) Compare and contrast the</p>		<p>competencies 2.F.2.d.</p> <p>the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</p> <p>2.F.2.e,</p> <p>the effects of power and privilege for counselors and clients</p> <p>2.F.2.f</p> <p>help-seeking behaviors of diverse clients</p>

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Course Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
	<p>Western and non-Western perspectives on holistic outlook, interconnectedness, and harmony. In your response, please discuss the implications for counseling practice.</p> <p>Discuss the characteristics of the five-stage process in the Sue and Sue model.</p> <p>Discuss reasons that different groups mistrust one another based on the various perceptions discussed in the text.</p> <p>Discuss the four levels of cultural awareness through the discussion board forum.</p> <p>Respond to the following in discussion board forum: As a counselor, what stereotypes, perceptions, and beliefs you personally and professionally hold about culturally diverse groups that may hinder your ability to form a helpful, ethical, and effective relationship? This is a question you may ask if you are attempting to develop which component of competence?</p> <ul style="list-style-type: none"> Students will develop a presentation to illustrate a cultural groups studied other than their own. Customs, history, family structure, spirituality and especially special issues in counseling which 		

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Course Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
	<p>pertain to the culture should be included.</p> <ul style="list-style-type: none"> • Complete assigned readings and blackboard activities and respond to the questions posed in the blackboard discussion or blog. • Post two peer responses to enhance group discussions. 		
<p>4. Students will Compare and contrast, as well as evaluate counseling methods, techniques and theories in the context of different cultural populations as demonstrated by the presentation project examining a culture with which they are unfamiliar, review of current literature and an exam</p>	<ul style="list-style-type: none"> • Present PowerPoints for Required Readings: <ul style="list-style-type: none"> Chapter 2: The Superordinate Nature of Multicultural Counseling and Therapy. Chapter 3: Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups Chapter 4: The Political and Social Justice Implications of Counseling and Psychotherapy Chapter 8: Communication Styles and Its Impact on Counseling and Psychotherapy Chapter 13: Culturally Competent Assessment Discuss the characteristics which a culturally competent counselor should exhibit. Respond to the following in discussion board forum: As a counselor, what stereotypes, perceptions, and beliefs you 	<ul style="list-style-type: none"> • Blackboard scenario reactions associated with chapters (See appendix A with a grading rubric.) • Blackboard group discussions associated chapters (See appendix B with a grading rubric.) • Midterm Exam Score • Final Exam Score • Presentation (See appendix C with a grading rubric.) 	<p>2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</p> <p>2.F.2.c. multicultural counseling competencies</p> <p>2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</p>

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Course Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
	<p>personally and professionally hold about culturally diverse groups that may hinder your ability to form a helpful, ethical, and effective relationship? This is a question you may ask if you are attempting to develop which component of competence</p> <p>Discuss the four ways that family systems therapy is culture bound</p> <p>Respond to the following in the discussion board forum:(a) Describe some general principles that may be useful in developing competencies for multicultural family therapy; (b) Compare and contrast the Western and non-Western perspectives on holistic outlook, interconnectedness, and harmony. In your response, please discuss the implications for counseling practice.</p> <p>Discuss reasons that different groups mistrust one another based on the various perceptions discussed in the text.</p> <p>Discuss the four levels of cultural awareness through the discussion board forum.</p> <ul style="list-style-type: none"> Students will develop a presentation to illustrate a cultural groups studied other than their own. Customs, history, family structure, spirituality and especially special issues in counseling which pertain to the culture should be included. 		<p>2.F.2.f</p> <p>help-seeking behaviors of diverse clients</p>

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Course Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
	<ul style="list-style-type: none"> • Complete assigned readings and blackboard activities and respond to the questions posed in the blackboard discussion or blog. • Post two peer responses to enhance group discussions. 		
<p>5. Students Utilize planning, leadership, counseling and consulting knowledge, methods, techniques, and skills to provide responsive counseling services with culturally different populations as demonstrated by the presentation project examining a culture with which they are unfamiliar, review of current literature and an exam</p>	<ul style="list-style-type: none"> • Present PowerPoints for Required Readings: <ul style="list-style-type: none"> Chapter 1: Obstacles to Cultural Competence: Understanding Resistance to Multicultural Training Chapter 2: The Superordinate Nature of Multicultural Counseling and Therapy Chapter 3: Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups Chapter 8: Communication Styles and Its Impact on Counseling and Psychotherapy Chapter 9: Multicultural Evidence-Based Practice Discuss the four levels of cultural awareness through the discussion board forum. Respond to the following in discussion board forum: As a counselor, what stereotypes, perceptions, and beliefs you personally and professionally 	<ul style="list-style-type: none"> • Blackboard scenario reactions associated with activity and chapters (See appendix A with a grading rubric.) • Blackboard group discussions associated with activity and chapters (See appendix B with a grading rubric.) • Midterm Exam Score • Final Exam Score • Presentation (See appendix C with a grading rubric.). 	<p>5.C.2.j. cultural factors relevant to clinical mental health counseling</p> <p>2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</p> <p>2.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.</p>

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Course Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
	<p>hold about culturally diverse groups that may hinder your ability to form a helpful, ethical, and effective relationship? This is a question you may ask if you are attempting to develop which component of competence?</p> <p>In the discussion board forum, answer the following question: In regards to multicultural counseling, what advocacy roles would be important for counselors to adopt and why?</p> <p>Discuss the four ways that family systems therapy is culture bound</p> <p>Respond to the following in the discussion board forum:</p> <p>(a) Describe some general principles that may be useful in developing competencies for multicultural family therapy</p> <p>In the discussion board forum compare and contrast Western and non-Western perspectives on holistic outlook, interconnectedness and harmony and the implications for counseling practice.</p> <p>Discuss how has mental health been defined by various cultural groups?</p> <ul style="list-style-type: none"> Students will develop a presentation to illustrate a cultural groups studied other than their own. Customs, 		<p>2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy,</p> <p>2.F.2.c. multicultural counseling competencies</p> <p>2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</p> <p>2.F.2.e, the effects of power and privilege for counselors and clients</p> <p>2.F.2.f help-seeking behaviors of diverse clients</p>

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Course Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
	<p>history, family structure, spirituality and especially special issues in counseling which pertain to the culture should be included.</p> <ul style="list-style-type: none"> • Complete assigned readings and blackboard activities and respond to the questions posed in the blackboard discussion or blog. • Post two peer responses to enhance group discussions. 		

COURSE ASSIGNMENTS & ASSESSMENT

Students will be expected to participate on a weekly basis in the online environment and in person as scheduled. Online participation constitutes “virtual attendance.” Students will be graded on this weekly online participation as well as the following:

1. The student will read each chapter and other class assignments each week and be prepared to discuss relevant concepts in an online forum. The discussion boards or blogs posted for each online lesson will count as your attendance in the online forum. This will count as 100 points of your total grade (See attached rubric)
2. Each student will review at least two relevant research articles and write a response paper for each (approximately 1-2 pages) All writing should follow APA 6th edition style

Paper should be organized as follows:

Bibliographical information:

Example:

Fontain, J.H. (1998). Evidencing a need: School counselor’s experiences with gay and lesbian students. *Professional School Counseling, 1*, 8-14.

A short summary of main points of article (just a few paragraphs to give the general idea)

Review of article:

Your impressions, opinions, etc. as to issues discussed, usefulness, etc. of material

These articles will count as 50 points each (total 100 points)

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4. Presentations--Students will develop a presentation to illustrate a cultural groups studied other than their own. Customs, history, family structure, spirituality and especially special issues in counseling which pertain to the culture should be included.

Your presentation will count as 100 points of your total grade

5. Exam-- All materials in the text and that presented in class will be considered for the exam. The exam counts for 100 points of your total grade

GRADING

Final grades in this course will be based in the following manner:

GRADING SCALE:

Exam	= 100 points	A = 360 - 400 points
Articles	= 100 points	B = 320 - 359 points
[Each 50 points]		C = 280 – 319 points
Presentation	= 100 points	
Online lessons & discussions	= 100 points	

TOTAL	= 400 POINTS	

Activity	Program SLOs	Course Objectives	CACREP Outcomes Assessed	Points applied to Final Grade
Two Article Reviews	SLO1	1,2,3,4,5	II.G.2. a,b,c	50 each
Blackboard Discussion Boards: 1) Reading and posting reactions on Discussion Boards 2) Posting responses to two classmate reactions	SLO1	1,2,3,4,5	II.G.2.a,b,c,d,e,f	100 total
Final Exam	SLO1	1,2,3,4,5	II.G.2.a,b,c,d,e,f	100
Group Presentation	SLO1	1,2,3,4,5	II.G.2.a,b,c,d,e,f	100

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Class Schedule & Content Outline

Weeks	Readings	Assignments	Online assignments
Week #1 8/24	Overview of Class & syllabus		Introduction
Week #2 8/31	Chapter 1: Obstacles to Cultural Competence: Understanding Resistance to Multicultural Training Chapter 2: The Superordinate Nature of Multicultural Counseling and Therapy		Chapter PPT and Online Activities DB01
Week #3 9/7	History Exploring Cultural Identity <i>Why am I?</i> <i>Who are You?</i>		Collect items for Cultural Identity to post in Discussion board
Week #4 9/14	Chapter 3: Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups Chapter 4: The Political and Social Justice Implications of Counseling and Psychotherapy		Chapter PPT and Online Activities DB 02
Week #5 9/21	Cultural Identity Activity		Post pictures of items and tell why each of them represents each part of your cultural identity DB 03
Week #6 9/28	Chapter 5: The Impact of Systemic Oppression: Counselor Credibility and Client Worldviews Chapter 6: Microaggressions in Counseling and Psychotherapy		Chapter PPT and Online Activities DB 04
Week #7 10/5	Chapter 7: Barriers to Multicultural Counseling and Therapy: Individual and Family Perspectives	Article 1 due	Chapter PPT and Online Activities
Week #8	Chapter 8: Communication Styles and Its Impact on		Chapter PPT and Online Activities

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Weeks	Readings	Assignments	Online assignments
10/12	Counseling and Psychotherapy		DB 05
Week #9 10/19	Chapter 9: Multicultural Evidence-Based Practice Chapter 10: Non-Western Indigenous Methods of Healing: Implications for Multicultural Counseling and Therapy Chapter		Chapter PPT and Online Activities
Week #10 10/26	Prejudice and Being NONjudgemental		View Lesson Respond to Blog Blog 06
Week #11 11/2	11: Racial/Cultural Identity Development in People of Color: Counseling Implications Chapter 12: White Racial Identity Development: Counseling Implications		Chapter PPT and Online Activities DB 07
Week #12 11/9	Differing Cultural Perspectives <i>Beauty is in the eye of the culture</i>		View Lesson Presentations and Respond to Blog Blog 08
Week #13 11/16	Chapter 13: Culturally Competent Assessment	Article 2 due	Chapter PPT and Online Activities DB 09
Week #14 11/23	Acculturation Video		Watch video and Respond to Blog Blog 10
Week #15 11/30		Presentation due	
FINAL EXAM 12/3		Final Exam Final Essay Question DUE	

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

INSTRUCTOR'S POLICIES

Attendance

Students receive points for attendance in class and for online "attendance". If you are absent, contact Dr. Furgerson for instructions. Students may make up some of the points missed by excused absences (illness, emergency, mandatory work activities) by reviewing and reporting on research articles relevant to the class activity or other relevant make up work with approval of the professor.

UNIVERSITY POLICIES

Six Drop Policy

The following provision does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas Senate Bill 1231 specifies the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. Additional information on Senate Bill 1231 is available at the Registrar's Office at (361) 593-2811 and at [Academic Procedure: Drop Policy](#).

Students with Disabilities

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 accommodations of their disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive.

Classroom Conduct Expectations

Students are referred to the *Student Code of Conduct* section of the [Student Handbook](#). Students are expected to assume individual responsibility for maintaining a productive learning environment and conduct themselves with the highest regard for response and consideration of others. Ongoing or single behaviors considered distracting will be addressed by the faculty member initially, but if the behavior becomes excessive and the student refuses to respond to the faculty member's efforts, the issue will be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom, the instructor will first request compliance from the student and if the student fails to comply, the instructor has the authority to ask the student to leave the classroom. The student is expected to comply with the instructor's request and may subsequently contest this action using procedures established by the department. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including the University Police Department. The incident shall be handled as an academic misconduct matter using established departmental procedures for academic misconduct to determine if the student should be allowed to return to the classroom.

Academic Misconduct

Students are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to University disciplinary procedures. Student are expected to be familiar with the current Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules. Academic dishonesty includes but is not limited to:

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1. Cheating: deception in which the student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the professor on assignments or examinations.
2. Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation, and/or paraphrase of someone else's work, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the internet and submitting them as one's own work also constitutes plagiarism. Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.
5. Lying: deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
6. Bribery: providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. Threat: an attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Other forms of academic misconduct included but are not limited to:

1. Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resource or equipment.
2. Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
3. Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/test site without permission during a test.
4. Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
5. Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
6. Nondisclosure or misrepresentation in filling out applications of other university records.
7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

Harassment/Discrimination

Texas A&M University-Kingsville does not tolerate discrimination on the basis of race, color, religion, national origin, age, disability, genetic information, gender, gender identify or sexual orientation (or any other illegal basis) and will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred. Sexual harassment and sexual assault are types of sex discrimination. Such sexual misconduct is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual harassment or unlawful discrimination may pursue either the informal or the

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formal complaint resolution procedure. A complaint may be initially made to the Office of Compliance at (361) 593-4758, complainant's immediate supervisor, a department head, a supervisory employee, or the Dean of Students at (361) 593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

APPENDIX A - DB REACTION RUBRIC

The purpose of the Discussion Board (DB) is to reinforce and demonstrate your ability to advocate for the counseling profession and handle ethical issues in professional counseling.

Superior (90-100% of the assigned points): (a minimum of 10 sentences)

- Discussion contributions are submitted according to the specifications of the assignments and are posted by the due date.
- Language is clear, concise, and easy to understand. Uses terminology appropriately, is logically organized, and adapts APA format.
- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and has considered a sampling of colleagues' postings by synthesizing key comments and ideas when applicable.

Proficient (80-89% of the assigned points): (a minimum of 10 sentences)

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are adequately written, but some content may be inaccurate. Discussion contributions demonstrate some depth of understanding of the issues and show that the learner/trainee has absorbed general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.
- Discussion contributions provide evidence that the learner/trainee has considered at least some colleagues' postings and synthesized key comments and ideas when applicable, but it appears as though all postings have not been reviewed.

Minimal (70-79% of the assigned points): a minimum of 10 sentences)

- Discussion contributions are posted more than 8 days from the due day and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written and/or APA format is not used.
- Discussion contributions do little to enhance the quality of interaction and rarely include questions or comments that stimulate critical thinking and learning.
- Discussion contributions demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and are somewhat accurate but with some omissions and/or errors. Key principles are not integrated into the response, or if key principles are presented, there is no evidence the learner/trainee understood the core ideas.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and postings do not incorporate key comments and ideas presented by colleagues.

Inadequate (60-69% of the assigned points):

No credit will be awarded if some or all of the following conditions apply:

- Discussion contributions are posted more than 15 days from the due day and/or do not address the requirements of the discussion prompts.
- Discussion contributions contain only nine sentences or less than nine sentences.
- Discussion contributions are poorly written, terms are used incorrectly; and/or APA format is not used.
- Discussion contributions do not contribute to the quality of interaction and do not include questions or comments that stimulate critical thinking and learning.
- Discussion contributions do not demonstrate an understanding of the concepts presented in the course, do not address relevant issues, and/or are inaccurate.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and/or considered colleagues' postings.
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APPENDIX B - DB RESPONSE RUBRIC

The purpose of DB responses is to enhance your professionalism through group discussions and incorporate peers' experiences into your practice.

Superior (a minimum of three sentences per post; a minimum of two peer responses)

- Responses are submitted according to the specifications of the assignments and are posted by the due date.
- Responses significantly enhance the quality of peer interactions (e.g., illustrate a point with personal/professional examples demonstrating applications of principles from readings, suggest new perspectives on an issue, and pose thought-provoking questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner.
- Responses contribute to the quality of interaction (e.g., illustrate a point with personal/professional examples, suggest new perspectives on an issue, pose relevant questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner but the response is not well developed or integrated.

Proficient (a minimum of three sentences per post; a minimum of two peer responses)

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are adequately written, but the content does not adequately address peer posts or does not promote peer interactions (e.g., not adequately respond to peer reactions), provide criticism instead of constructive feedback to colleagues, and raise opposing viewpoints in an impolite manner.

Minimal (a minimum of three sentences per post; a minimum of two peer responses)

- Responses are posted more than 8 days from the due day and/or are not submitted according to the specifications of the assignments.
- Responses are not adequately written and/or APA format is not used.
- Responses degrade peer sharing, disrespect peer interactions, or raise opposing viewpoints in an offensive manner.

Inadequate (No credit will be awarded if some or all of the following conditions apply)

- Responses are posted more than 15 days from the due day and/or do not address the requirements of the discussion prompts.
- A response contains only two sentences or less than two sentences.
- Do not respond to a minimum of two peers.
- Responses are poorly written; terms are used incorrectly; and/or APA format is not used.
- Responses negatively affect the quality of peer interactions or professionalism. **Appendix C - Rubric and Guidelines of the Group Presentation: (100 points)**

Each Section of the Group presentation is Graded Using the Following Criteria:

Grading Rubric for Group Presentation

CRITERIA	POOR (79 & below)	GOOD (80 – 89)	EXCELLENT (90 – 100)
Format/Layout (15%) - Structure - Presentation - Followed requirements noted in Syllabus	- Poor use of format and layout	- Most of the time followed format requirements	- Closely followed all requirements
Content (50%) Presentation including the following: - Customs, history, and especially special issues in counseling which pertain to the culture - Implications for counselors - References Activity which allows the audience to participate and experience an aspect of the culture (i.e. guest demonstrations, participating in a cultural activity such	- Requirements in the proposed topic addressed poorly - Information provided not sufficient for the topic - Information provided not necessary for the topic	- Provides depth analysis for most of the issues - Information provided for the most part is sufficient - Information provided for the most part is relevant	- Depth analysis of all issues - All information provided is relevant - Sufficient issues addressed

The syllabus and schedule are subject to change.

CRITERIA	POOR (79 & below)	GOOD (80 – 89)	EXCELLENT (90 – 100)
as learning the language or learning a ceremonial dance)			
Quality of Writing/Presenting (20%) <ul style="list-style-type: none"> - Clarity of sentences & paragraphs - No errors in spelling, grammar - Good use of English - Organization of ideas/coherent 	<ul style="list-style-type: none"> - Not well written - Many spelling errors - Many grammar errors - Poor use of English - Incoherent - Lacks clarity 	<ul style="list-style-type: none"> - Well written for the most part - Minimal spelling, grammar errors - Minimal English errors - For the most part organized well and coherent 	<ul style="list-style-type: none"> - Well written from cover to cover - No spelling, grammar, or use of English errors - Coherent, clear, and well organized
References (15%) <ul style="list-style-type: none"> - Good use of references - Scholarly level - Used effective in the narrative - APA style in reference list & citations 	<ul style="list-style-type: none"> - Use of Wikipedia - Less than 5 references - Not cited correctly - Not listed using APA style - Not scholarly - Not relevant 	<ul style="list-style-type: none"> - Most references used relevant to the topic - Most are scholarly - Minimum of 5 references - For the most part used effectively, cited well - Correct use of APA style in listing references 	<ul style="list-style-type: none"> - All references relevant - All references scholarly - Met minimum number of references - All references used, cited, and listed effectively

The syllabus and schedule are subject to change.

REQUIREMENTS DURING THE COVID-19 PANDEMIC

In order to keep themselves and others safe and healthy during the pandemic, students attending class face-to-face are required to (1) wear face coverings over the nose and mouth and (2) scan the QR Code posted in the classroom/teaching location to log their attendance to assist in contact tracing, if needed. For information on the use of face coverings, see <https://www.tamuk.edu/return/facecoveringsfaq.html>.

For information on the Face Covering Policy, see:
<https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

Students are responsible for staying informed on the latest updates regarding the university's response to COVID-19 by checking their TAMUK email regularly and accessing information at <https://www.tamuk.edu/return/> and <https://www.tamuk.edu/coronavirus/>.

2. FACE COVERING POLICY

Face coverings must be worn on the Texas A&M-Kingsville campus inside all public buildings, including lobbies of buildings, restrooms, classrooms, hallways, and stairwells. Face coverings should also be worn in any outdoor space where 6 feet of physical distancing cannot be reliably maintained. Faculty working alone in their offices can remove their face covering.

For more information on the use of face coverings, please refer to <https://www.tamuk.edu/return/facecoveringsfaq.html>.

2A. Classroom Policy Regarding Face Coverings

In the event of a student who does not wear a face covering in the classroom/teaching space, the instructor should first request the student to put on a face covering. If the student does not comply, the instructor can dismiss the student from the classroom for that class period. If the student refuses to leave, the instructor may immediately dismiss the class and continue the class period online. The instructor may elect to discuss the matter in private with the student later and follow-up with a memo to the Dean of Students (Kirsten Compary, Kirsten.Compary@tamuk.edu) documenting the incident, or the faculty member may make a written referral to the Dean of Student's Office reporting the student for disturbing the class by refusing to comply with the instructor's request. In both instances,

documentation provided should include the name of student, student ID number, other contact information if known, class/section, date/time of the interaction, and a summary of the concern and the outcome. The Dean of Students or designee will inform the student, through their official university email address, of the face covering policy and that he/she may not return to the classroom without a face covering. Continued disregard for the policy will be handled through the university's Student Disciplinary Code of Conduct. Possible sanctions for a disciplinary violation of the Student Code of Conduct range from a warning to expulsion from the university. For information on the Face Covering Policy, see <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

2B. Face Shields

A faculty member may wear a face shield without a mask only during lecturing in the classroom, as long as appropriate social distance (6 feet) can also be maintained between the faculty member and the students. At all other times (when not lecturing), even if a face shield is used, a face mask must also be worn. For more information on the Face Covering Policy, see <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

3. CONTACT TRACING

To assist with contact tracing in the event of a positive COVID-19 case on campus, each classroom/teaching space will have its unique QR Code which will be posted inside each classroom. When the faculty member and students enter the classroom for a face-to-face class, they all will scan the QR code using their phones. Most smart phones can scan a QR code from the phone camera or by downloading a free QR Code Reader app. After scanning the QR code, they will be prompted to enter their TAMUK email and password, then select "Yes" to the question "Present?" and then select Submit. The information (name, email, location, date, and time) will go directly to a database managed by the Enterprise Risk Management Office. Students who do not have a phone will have to log in from another device at the URL provided below the QR code and follow the same process.

4. RECORDING LIVE LECTURES

All live class lectures, as in face-to-face class meetings, must be recorded on Blackboard Collaborate. This will allow students access to the information, in the event that they miss class due to an excused absence. The recordings must be made available to the class in the Blackboard course site.

5. FLEXIBILITY REGARDING FACE TO FACE ATTENDANCE

It is possible that a student who is in a class requiring face-to-face meetings may request permission to attend the class virtually via Blackboard Collaborate. Granting such permission is at the discretion of the faculty member; however, given the precarious times, faculty are strongly encouraged to be flexible in their face-to-face class attendance requirements and allow the student, for example, to attend the class virtually at the regular class time. The faculty member should email the student of the decision of whether or not such permission is granted, for the faculty member's records and the student's documentation of the decision.