

North Carolina Central University

*“Communicating to Succeed.”*

School of Education

*"Preparing Educators for Diverse Cultural Contexts for the 21st Century."*

**Counselor Education Program (CEP)**

The Counselor Education Program’s mission: *The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. Faculty is expected to teach and mentor students, serve the community and counseling profession, and promote intellectual advancement through conducting and disseminating research.*

# ***Syllabus***

# CON 5360 Multicultural and Gender Issues in Counseling

Fall 2023

3 Credit Hours

**Instructor**: Kyla Marie Kurian, PhD, LCMHC, QS

**Office**: 2122 School of Education

**Phone**: 919.530.6692

**WebEx Office:** https://nccu.webex.com/meet/kkurian

**Email:** kkurian@nccu.edu (Best way to contact me.)

**Office Hours:       Monday Research & Service Day (Email me to schedule a time.)**

**Tuesday 10AM – 12 PM, 1-3PM**

**Wednesday 10AM – 12 PM, 1-3PM**

**Thursday 1-3PM**

**Friday Research & Service Day (Email me to schedule a time.)**

**\* If you are would like to set a meeting time during office hours please email in advance at kkurian@nccu.edu to set up an appointment. This will help me coordinate student meetings. Please note that EMAIL is the best way to contact me.**

## Required Texts & Resources

Sue, D. W., Sue, D., Neville, H. A, & Smith, L. (2022). *Counseling the Culturally Diverse: Theory and Practice*. (9th ed.).

John Wiley & Sons, Inc. ISBN: 978-1-119-86190-4, 432 Pages

AATBS National Counselor Exam Licensing Prep Material.  [**978-1-941273-16-6**](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.myidentifiers.com%2Fmyaccount_manageisbns_titlereg%3Fisbn%3D978-1-941273-16-6%26icon_type%3Dassigned&data=02%7C01%7Ckkurian%40nccu.edu%7C30ee47323ccf4da49afb08d6734960be%7Ce86ab7691eab4e00b79e28ba7a8dbdf6%7C0%7C0%7C636823156331794072&sdata=us3DmSKfLpe6EkmPrTjYAbYjy1vX1N8C%2BsWGL9kKvEA%3D&reserved=0)**. (https://aatbs.com/institutional-ncmhce-comprehensive-study-package-self-study-student-version-1-year-access-1) Purchase from the NCCU Bookstore or Directly from AATBS. (Purchasing from AATBS is a little less expensive)**

American Psychological Association (2020). *Publication Manual of the American Psychological Association, Seventh Edition.*

Video Discussions: Flip Link for Periodic Discussions: <https://flip.com/473e3952>

## Other Text, Readings, links to videos and articles

***Readings on Canvas.***

***URL Links:*** I have made every effort to include up-to-date links to resources, at times those links become inactive after the semester has started. Please let me know immediately if this occurs and I will do my best to give you an alternative.

***Current edition of DSM:*** American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th edition). Washington, DC: Author.

***Films/Documentaries (Case Studies):*** We will be watching culturally specific documentaries throughout the course that relate to your readings and to the field of multicultural counseling and diversity.

***Introducing the Basics of Seventh Edition APA Style tutorial***[*https://apastyle.apa.org/blog/basics-7e-tutorial*](https://apastyle.apa.org/blog/basics-7e-tutorial)

**Three resources for improving writing:**

1. Consult the current edition of the APA manual.
2. You may also go to the University’s writing and speaking studio: Phone number contact is 919-530-6035 and for more detailed information go to the web page at <http://www.nccu.edu/administration/academicaffairs/writingstudio/index.cfm>;
3. Read peer reviewed journals articles in the mental health field to learn how academic papers should be written.
4. Consult a grammar handbook like Glenn and Gray’s (2012) The Hodges Harbrace Handbook (18th Edition).

**TaskStream Statement & Requirement:**

*TaskStream is an electronic portfolio adapted by the School of Education. Please check with your department or program for the required assignments to upload.*

**Website**: <http://onlinecourse.nccu.edu/> Every candidate/student will be set up with a username and password (if you don’t already have one). You will be required to log on to the Canvas system in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). If you have questions about your Canvas (Bb) account please call Bb or the IT department **first** at 530-7676. Please see the last page of syllabus for instructions on Bb Access instructions.

**Email Correspondence:** When contacting me via email your email subject line should be relevant to your email content. Please use “CON 5360:” and then describe the nature of your email.

**Instructor’s Correspondence Times**

|  |  |  |
| --- | --- | --- |
| **Type of Correspondence** | **Timeframe** | **Special notes** |
| Email (I want to be available and help you. If you email me and I do not respond within the allotted time please reach out to me again as I may have missed it or it did not come through.) | 24 – 48 hours during the week | 1) Emails sent before 4pm Monday-Thursday will receive a response within 24 – 48 hours.  2) Emails sent after 4pm Monday-Wednesday will receive a response within 24 - 48 hours beginning at 8am the next business day.  3) Emails sent after 12 pm Friday or on the weekend will receive a response within 24 hours beginning at 8am Monday. |
| Grading Weekly Assignments (quizzes, papers, exams, etc.) | 1 week – 2 weeks | In the case of submitting late assignments, ***if accepted,*** the student acknowledges and understands the instructor may not provide the student with feedback and/or a grade within the 1 to 2 week period. |
| Telephone Calls, WebEx or Skype | Please email to set a time for a telephone conference call, WebEx or Skype | As this is an online course, the primary method of contacting the instructor is through email. |

# **Course Description**

This class gives an overview of the knowledge base from the research on multicultural counseling and gender issues as they relate to counselor effectiveness. The course will provide experiential opportunities for awareness enhancement and skill building for practitioners in diverse cultural contexts. Multicultural critical incidents will be examined.

# **Course Format**

This is a cognitive-development WebEx discussion course designed to assist in the development of pluralistically oriented and cross-culturally competent professional counselors. The course will examine conceptual and methodological issues related to cross-cultural and multicultural counseling through lectures, video-typed presentations, and demonstrations. There will be group discussions as well as in-class case study evaluations and counseling opportunities. All students will be expected to participate in intellectual discourse by drawing upon lectures, course materials and personal and professional experiences. The primary goal of the course will be to examine the impact of culture race, and ethnicity as medicating variables in counseling and psychotherapy. The various characteristics of cultures of different racial and ethnic minority groups that reside within the United States will be the major focal point of this course.

## Course Assumption

1. Each individual has multiple identities and the relative salience of each identity to each individual will vary.
2. A positive identification with one’s own ethnic, cultural and racial heritage provides a firm basis for understanding and respecting the worldviews of peoples with different ethnic, cultural and racial heritages.
3. Counselor in training will enter graduate study at different levels of racial awareness and ethnic identity development; successive levels of development may occur in stages or phases that are not necessarily linear.
4. The attitudes and behaviors of professional counselors and clients are substantially influenced by the historical and current manifestations of racism and other forms of oppression in the United States.
5. The acquisition of beliefs, attitudes, knowledge and skills needed to function as a culturally skilled professional counselor is a lifetime process that includes cognitive, affective, and experiential components. Progress in one domain does not necessarily lead to competence in another.
6. The fact of membership and socialization in an ethnic or racial group does not in itself qualify a counselor-in-training, a professional counselor, or a counselor educator to be a culturally skilled counselor with persons of that particular ethnic or racial group.
7. Completion of a single course in cross-cultural counseling, multicultural counseling, human relations training or diversity training is NOT sufficient to insure that an individual is a culturally skilled counselor.

**COUNSELOR EDUCATION PROGRAM OBJECTIVES**

The program develops counselors who:

• Develop a theoretically solid philosophy of practice;

• Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;

• Formulate a professional identity that responds to the needs of their client populations;

• Utilize cultural competence in practice;

• Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;

• Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development;

• Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;

• Utilize appropriate assessment tools and procedures;

• Consult with others concerning the developmental needs of culturally diverse clients;

• Integrate research data into evidence-based practice.

**The following CACREP Standards (2016) are addressed in the Multicultural and Gender Issues In Counseling Course:**

SECTION 2: PROFESSIONAL COUNSELING IDENTITY

F. The eight common core areas represent the foundational knowledge required of all entry level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

2. SOCIAL AND CULTURAL DIVERSITY

a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy

c. multicultural counseling competencies

d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others

e. the effects of power and privilege for counselors and clients

f. help-seeking behaviors of diverse clients

g. the impact of spiritual beliefs on clients’ and counselors’ worldviews

h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

7. ASSESSMENT AND TESTING

m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

**Student Learning Outcomes**

**Student will be able to demonstrate the following at the completion of this course:**

|  |  |
| --- | --- |
| **CON 5360: STUDENT LEARNING OUTCOMES**  Students will be able to… | **METHOD FOR**  **OBTAINING**  **OUTCOME** |
| Students will demonstrate knowledge of theories and models of multicultural counseling including Multicultural and Social Justice Counseling Competencies. | Readings, Documentaries, and Class discussions |
| Students will demonstrate use of culturally appropriate practices, skills and interventions including Multicultural and Social Justice Counseling Competencies. | Readings, Documentaries, research, and Class discussions/FLIP |
| Students will understand the foundational theories of counseling and the skills used in a counseling relationship including evidence-base practice. | Readings and Research |
| Students will demonstrate knowledge of theories and models of multicultural counseling including Multicultural and Social Justice Counseling Competencies. | Readings, Documentaries, and Class discussions |
| Report and identify multicultural and pluralistic characteristics within and among diverse groups nationally and internationally **(CACREP Sec 2. F. 2. a.)**; | Readings, Videos,  Classroom discussions, Research |
| Identify and utilize theories and models of multicultural counseling, cultural identity development, and social justice and advocacy **(CACREP Sec 2. F. 2. b.)** | Readings, Films/Case Studies,  Classroom discussions, Cultural Excursions, |
| Identify and assess multicultural counseling competencies  **(CACREP Sec 2. F. 2. c.)** | Readings, Films/Case Studies,  Classroom discussions, Cultural Excursions, |
| Report, identify and assess the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others **(CACREP Sec 2. F. 2. d.)** | Readings, Films, Classroom discussions, |
| Identify and report the effects of power and privilege for counselors and clients **(CACREP Sec 2. F. 2. e.)** | Readings, Films, Classroom discussions, Research |
| Identify and report help-seeking behaviors of diverse clients **(CACREP Sec 2. F. 2. f.)** | Readings, Films/Case Studies,  Classroom discussions |
| Identify and report the impact of spiritual beliefs on clients’ and counselors’ worldviews **(CACREP Sec 2. F. 2. g.)** | Readings, Films/Case Studies,  Classroom discussions |
| Research, identify and report strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination **(CACREP Sec 2. F. 2. h.)** | Readings, Films/Case Studies,  Classroom discussions, Research |
| Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results **(CACREP Sec 2. F. 7. m.)** | Readings, Films/Case Studies,  Classroom/Flip discussions |

\* This assignment is meant to assess your knowledge, skills, and/or dispositions and represents a Key Performance Indicator for students in our program. Should you not demonstrate the knowledge, skills, and/or dispositions at the appropriate level you will be asked to re-do the assignment. (Phase One courses students must earn a C or better and for Phases Two and Three students must earn a grade of B or better on the designated KPI assignment.)

## Course Goals

By the end of the course, it is expected that participants will demonstrate the following five competencies:

1. *Awareness of one’s own cultural values, beliefs and biases.* This involves movement from cultural detachment to cultural sensitivity and acknowledgement of the impact of one’s own cultural heritage, values, biases, language and communication style differences that may detract from or enhance the counseling process.
2. *Awareness of potential clients’ worldviews and the factors that shape them.* This involves movement from ethnocentrism to informed cultural pluralism through acquiring specific information regarding the values, beliefs, and biases of cultural groups other than one’s own.
3. *Awareness of culturally consistent intervention strategies.* This involves movement from a universalist counseling perspective to a contextualist perspective that includes acknowledgement of and respect for the client’s attribution system including religious and/or spiritual beliefs and the client’s expectation from professionals who occupy the role of healer.
4. *Expertise in working with individuals and groups from culturally diverse backgrounds.* These areas include educational, career, social, emotional, or personal issues that impact client development.
5. *Clinical skills that represent awareness of diversity.* These areas of diversity include race, gender, religion, ethnicity, ability status, nationality, and sexual orientation.

**Cultural competence is a career long journey. Hopefully you will continue to grow in all areas of cultural competence.** As we go through this course please keep this quote from a colleague in mind:

*"I see clients DAILY who have different values than me. It is not my position to condone or not to condone the behavior but help the client to work through the problem that is affecting him. You are not there as a counselor to agree or disagree with one's lifestyle, but to help the client manage the lifestyle that he has chosen to live" (Kornegay, 2011).*

**STUDENT SUPPORT SERVICES**

**UNIVERSITY ATTENDANCE POLICY**

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student’s academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student’s responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

**ATTENDANCE POLICY FOR THIS COURSE**

***NCCU Attendance Verification Policy:*** Before Financial Aid is disbursed each semester, NCCU must confirm that you have begun attendance in all of your courses. Your instructor must validate your attendance for each course.

# It is expected that you will be present logging on weekly. Also note that anyone other than enrolled students is not allowed to attend class/read posts without the permission of the instructor.

# **Attendance will be taken each week. Quizzes will serve as evidence for your attendance each week. The University requires that we record attendance in Banner weekly.**

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**Statement of Inclusion/Non-Discrimination**

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

**Student Accessibility Services (formerly Student Disability Services)**

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or [sas@nccu.edu](mailto:sas@nccu.edu) to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at www.nccu.edu/sas and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with SAS.

**Confidentiality and Mandatory Reporting**

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU’s Sexual Misconduct Policy (POL 01.04.4). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University’s Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU’s Policies, Rules and Regulations website at [www.nccu.edu/policies](http://www.nccu.edu/policies). Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or [TitleIX@nccu.edu](mailto:TitleIX@nccu.edu), or submitting the online form through the Title IX Reporting Form, located at [www.nccu.edu/titleix](http://www.nccu.edu/titleix).

**Other Campus Programs, Services, Activities, and Resources**

Other campus resources to support NCCU students include:

* **Student Advocacy Coordinator.** The Student Advocacy Coordinator is available to assist students in navigating unexpected life events (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns; understanding NCCU policies, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, Room G19, (919) 530-7492, [studentadvocacy@nccu.edu](mailto:studentadvocacy@nccu.edu).
* **Counseling Center.** The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU’s Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, [counseling@nccu.edu](mailto:counseling@nccu.edu).
* **University Police Department.** The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, [nccupdinfo@nccu.edu](mailto:nccupdinfo@nccu.edu).
* **VETERANS SERVICES**. One of the goals of the faculty and the NCCU Veterans Affairs Office’s (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO’s primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.

**Academic Integrity, Plagiarism and Ethical Standards**

Universities are unique communities committed to creating and transmitting knowledge through the freedom individuals have to explore ideas and to further their own capabilities. This freedom depends on the responsible behavior of all the members of the community who must treat each other with respect. They must allow each other to develop the full range of their capabilities and take full advantage of the institution’s resources. Students are expected to abide by the University academic integrity policy. Do not receive or give any assistance on tests or projects unless specifies by the instructor. For further information regarding academic integrity, academic dishonesty, cheating, plagiarism, and sanctions, refer to http://www.nccu.edu/catalog2k2/075-092.pdf. Students are also expected to adhere to the Ethical standards of the American Counseling Association. If you have not already familiarized yourself with ACA Ethical standards and the Universities policies on academic integrity, it is recommended that you do so.

**Plagiarism is the act of taking credit for someone else's work.** In college, this usually involves writing, but other kinds of work can be plagiarized as well, including music, ideas, and artwork. Taking credit for work that someone else created is stealing and is a violation of **intellectual property law.** So plagiarism is more than just a violation of school policies and a professor's trust. It is an illegal activity that isn't so different than stealing someone's iPod or wallet.

**What actions are considered plagiarism?** Any time someone uses another author's words or ideas without correctly giving them credit, that's plagiarism. Here are some examples.

**Lack of citation: Failure to put a quote in quotations marks, failing to give proper credit to the information you use in a paper or providing incorrect information about where a source came from.**

1. One doesn't have to steal a whole paper for it to be plagiarism. Sometimes students get lazy and throw in a few paragraph or sentences from a book or website. If the original author is not credited for the writing, it's plagiarism. Not properly citing a paraphrase is still considered plagiarism.
2. A paraphrase is a rewording of a phrase, sentence, or paragraph that essentially says the same things. Paraphrases of someone else's work need to be cited just as a quote would. It's still someone else's idea, even if the words are changed.

These are sloppy errors that are probably not malicious. But technically they are still plagiarism. Learning how to cite sources correctly is an important skill! If you do not know how to do this well, consult the APA manual or NCCU’s writing center in the Taylor Education Building. Be sure to use the APA manual to properly cite your sources/references.

* **Putting one's name on someone else's paper.** This is the most obvious example. Whether it came from one of the many college essay plagiarism websites that buy and sell term papers or from a friend, this is plagiarism.
* **Taking someone else's idea.** This happens in academia sometimes. A graduate student has a great idea, and a professor steals it and writes a paper using the student's idea. Bad bad bad. It doesn't matter that words weren't stolen; it's the stealing of an idea that makes this a violation of intellectual property law.
* "**Recycling" your old material.** Tweaking the contents of one assignment to meet the requirements of another assignment is both plagiarism and against college policies. (And professors talk to each other about their students' work.) There are some cases where a student wants to expand upon an idea from another paper in another class, and that's okay as long as you discuss this with the professor and get permission, and as long as it's truly an original work.

\*Information on plagiarism retrieved from <http://www.plagiarism.org/>.

As a part of this course you will be required to upload your assignments. Several of them will go through ***SafeAssign.***  ***SafeAssign*** is a tool used to prevent plagiarism and to create opportunities to help students identify how to properly attribute sources rather than paraphrase. ***SafeAssign*** is effective as both a deterrent and an educational tool. ***SafeAssign*** compares submitted assignments against a set of sources to identify areas of overlap between the submitted assignment and existing works.

Go to this website to learn about how to read your ***SafeAssign*** Report: https://www.youtube.com/watch?v=eIAA\_YceP-Q

***Any student paper where there is plagiarism is subject to a grade of ZERO or a major reduction in points. A student may also be reported to the administration and brought before the Disposition Committee.***

**Please be sure that you are paraphrasing your work and properly citing all sources by the APA format 6th edition.**

Review these paraphrasing links to be sure that you are paraphrasing correctly:  https://owl.english.purdue.edu/owl/resource/619/1/

Here is a video tutorial on ***Summarizing, Paraphrasing, and Quoting: A Guide to Doing it Right!:***  https://www.youtube.com/watch?v=qoCdhJsS6Bw

**Guidelines for Class Etiquette, Discussion, and Communication**

* At times the instructor will contact students via the email address that the students give her. It is expected that students will check the NCCU email daily. Should students have any questions or concerns please feel free to contact the instructor via email or office phone.
* Everyone will respect each other in the classroom.
* During class discussions please respect each other by allowing the person to talk without interruption. There is to be no talking while others are talking.
* Controversial topics and/or opinions may arise during the course of class discussion that may cause strong feelings or emotions. It is important that any debate of these topics and opinions be discussed in a respectful and courteous manner. Please be mindful, respectful, and courteous of others as you are listening and speaking in class. It is important that there be respectful and conscientious dialogue in class.

## Adverse Weather and Eagle Alerts

Weather-Related NCCU Closings or Delayed Openings: During severe weather or natural disasters, people may be prevented from entering or leaving campus facilities for hours or days. Notice of a decision to close or delay opening NCCU will be communicated as quickly as possible by e-mail, phone trees, local radio and television stations. Call 919-530-7220 to hear a recorded message about University closings or delayed openings. **Do not** call University Police, Facilities Services, radio and television stations. When severe winter weather conditions are predicted, monitor weather reports closely. Information will be made available from NCCU's Information Line 919-530-7220. For more detailed information please go to <http://www.nccu.edu/health-safety/emergency/adverseweather.cfm> for the University’s policy on adverse weather.

To receive up-to-date information regarding campus emergencies please sign up for Eagle Alerts on the Emergency webpage.

## Assignments

All assignments and exams must be completed and uploaded to Canvas either under the week in which it is due or under the assignment page under the appropriate assignment link to the instructor on time in order to receive a passing grade in the course. **DO NOT EMAIL ASSIGNMENTS**. To be considered on time completed assignments must be submitted no later than on the due date and time. Any assignment turned in after time is considered late. **Each week’s work will be available for one week.** Each week you have until 11:59PM on Monday to submit your work for the week. After which the assignment will not be accepted and a grade of zero will be entered into the grade book. Make-up exams and quizzes are not given unless you have a University recognized excuse (e.g. religious holiday, death in the family, medically excused absence due to illness, inclement weather, or participation in a University related athletic event). Vacations, holidays not recognized by the University, or job-related issues that conflict with assignments, quizzes, and/or exams are not University recognized excuses.

***Note:*** *Each student is required to turn in all assignments using the latest APA style. No exceptions will be made. This is an advanced level course and points will be deducted for not following APA style.* ***Adherence to APA style and proper grammar will account for 10% of each of your written assignments.***  *I highly suggest you closely review the Basic APA Style Tutorial online as well as the APA manual.*

# **Participation, Disposition, and Attendance:**

# All students are expected to participate in discussions, whether in class, WebEx/Zoom or online. It is expected that **all students** engage in respectful intellectual discourse throughout the semester.

# **Attendance will be taken each week. Quizzes will serve as evidence for your attendance each week. The University requires that we record attendance in Banner weekly. (You will receive a separate grade for your quiz score.)**

Students will be evaluated the following criteria:

1) Attendance each class

2) Respectful and professional communication (both email and in class) with the professor and other students

3) Actively engage in class activities and participate as a group member;

4) Contribute to class discussion displaying critical and creative thinking skills); and

5) Demonstrate dispositions consistent with the ACA Code of Ethics Preamble, ACA code of Ethics, an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery. ***(See more on student dispositions in the Counseling Student Handbook)***

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**Quizzes and Notes on Weekly Content**

The **purpose of the quizzes and note taking on course content** are to test your knowledge and understanding of the textbook and assigned reading content. The quiz will cover material covered in the assigned readings, as well as videos and student and instructor discussion.  Notes should be paraphrased and cover all content for the week. **No make-up quizzes will be given. Notes must be submitted by due date, no late submissions will be accepted.** Notes should be typed. Title should be the Week # and please use headings for chapters, films, etc. Keep these notes as they will help you prepare for your comprehensive exams. Sue and Sue's book is one of the books used for developing the questions for the social and cultural foundation section of the comprehensive exam and National Counseling Exam (NCE).  No feedback will be given for this assignment, however, if you do not adequately summarize or paraphrase your notes, points will be deducted.

**Counselor Know Thy Self Exercises (20 points each)**

## Identity Expression Inventory

* **Privilege Walk Activity/Dominant Discourse** The ***purpose of this assignment*** is to help you with the first area of cultural competence—Awareness, values and biases.
* **Cultural Humility Assessment**

## The *purpose of this assignment* is to explore and understand the impact of your heritage, attitudes, beliefs, understandings, and acculturative experiences on your views of others. (CACREP Sec 2. F. 2. d.) Under the encounter section be sure to discuss the effects of racism, discrimination, sexism, power, privilege and oppression on one’s own life and career and to those of a potential client. Also discuss the impact of spiritual beliefs on your/a counselor­’­­s worldviews (CACREP Sec 2. F. 2. g.)

## Culturally Appropriate Counseling Knowledge, Assessments, and Interventions for Various People Groups Table (150 pts)

## Go to the Assignments Section and Download the table. This will take some time so start early.

***CACREP Standards to be addressed in this assignment:***

* Report and identify multicultural and pluralistic characteristics within and among diverse groups nationally and internationally **(CACREP Sec 2. F. 2. a.)**;
* Identify and utilize theories and models of multicultural counseling, cultural identity development, and social justice and advocacy **(CACREP Sec 2. F. 2. b.)**
* Research, identify and report strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination **(CACREP Sec 2. F. 2. h.)**
* Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results **(CACREP Sec 2. F. 7. m.)**
* Identification of evidence-based counseling practices **(CACREP 2.F.8.b.)**

## All students are expected to answer the questions in a narrative format. You must use APA headings in your narrative. See the Canvas for more specific directions.

## **See the details of the assignment at in Canvas under Assignment Upload which include additional CACREP standards.**

* + **Written Communication:** Written communication is free of errors so that the overall message is clear. Can be written in first-person. All questions must be answered in full.
  + **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual. References and citations are formatted according to APA (6th Edition) Style. 10% of your grade is determined based on your adherence to APA format.
  + **References:**  You must use your text-book and if relevant please use other peer-reviewed literature. (All of them should be published in the last 5 years).
  + **Structure of Paper:** Include a title page (references and appendices if applicable). Utilize headings before the discussion of each one of the main points. Examples of appropriate heading: “My Encounter.”
  + **Length of Paper:** No more than 12 typed double-spaced pages in the body of work (not counting the title page, references, or appendices).
  + **Font and Font Size:** Times New Roman, 12 point.

**Multicultural Counseling Considerations in Current News Events (MCCCNE) (Key Performance Indicator Assignment)**

**Multicultural Counseling Considerations in Current News Events (MCCCNE) (100 points)**

We are constantly exposed to current news events through different forms of media. Given the

volume and types of the current news events we encounter, many of the messages conveyed are

not consciously examined for meaning, influence, or multicultural counseling considerations. This

assignment provides the opportunity to intentionally deconstruct, examine, and interpret the explicit

and implicit cultural messages conveyed by various media sources about current news events, as they

relate to multicultural counseling.

**Please include the following required content in your MCCCNE assignment using software (PowerPoint or alternative are strongly encouraged):**

1. Identify recent current news event and provide source (i.e., attach or upload article, picture, video, link, etc.). You may examine any media of your choice (Internet, social media, magazines, television, radio, etc.).
2. Caption: Provide a brief summary of the current news event selected.
3. Cultural Learning: Identify and explain a cultural message (i.e., explicit or implicit) in the current news event selected.
4. Multicultural Counseling Consideration and Action:
   1. What is a potential multicultural counseling consideration associated with the identified cultural message in the current news event?
   2. What can a multicultural social justice counseling competent counselor (MSJCC) do to help a client dealing with issues associated with current news event

**Documentary Relating Experiences About Multiculturalism (DREAM): Digital Storytelling (200 points) (Key Performance Indicator Assignment)**

***Purpose of the DREAM digital story is*** to expand your knowledge of other cultures (Cultural Competence #2: Knowledge) and explore your attitudes, beliefs, understandings, and acculturative experiences. Additionally, this assignment is meant to foster your understanding of self and culturally diverse people/clients.

***CACREP Standards to be addressed in this assignment:***

* Identify and utilize theories and models of multicultural counseling, cultural identity development, and social justice and advocacy **(CACREP Sec 2. F. 2. b.)**
* Identify and assess multicultural counseling competencies **(CACREP Sec 2. F. 2. c.)**
* Report, identify and assess the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others **(CACREP Sec 2. F. 2. d.)**
* Identify and report help-seeking behaviors of diverse clients **(CACREP Sec 2. F. 2. f.)**

Create a video or audio documentary that illustrates the cultural experience and identity of representatives

from your assigned cultural group. The documentary needs to be 10-15 minutes in length. Please attend a

cultural event or webinar to learn more about your assigned cultural group and related social and cultural

issues that may affect members of the cultural group. You will also conduct an interview(s) with an

individual/individuals from your assigned cultural group. Please remember to consider and explore within

group differences. The digital story needs to demonstrate the importance of this cultural information in the

counseling process and multicultural counseling considerations. Examples of digital stories and a grading

rubric will be posted on Canvas. **Please upload ﻿your documentary to the Canvas assignment link for**

**submission.**

**Please include the above content and the following questions in your digital story:**

**Digital Story Interview Questions**

Be sure to state that the interviews are part of a class project and will only be seen/heard by the course

instructor and class. DO NOT INCLUDE NAMES. Please also use the informed consent form posted on

Canvas.

1. Please be sure to ask about identity and/or demographic information important to your interviewee that may need to be included in your story.
2. Please describe the most important values and beliefs of your culture.
3. Please describe important cultural events, celebrations, and practices in your culture. How do you think others outside your culture view your culture?
4. Have you ever experienced prejudice, discrimination, and/or oppression? Please describe.
5. How people from your culture perceive counseling and counselors?
6. What issues or concerns do you think people from your culture would bring to counseling?
7. How can counselors demonstrate they respect and value people from your culture in counseling?
8. What can counselors do to form a trusting and helpful counseling relationship with people from your culture?
9. When it comes to counseling, what counseling approach do you think would help people from your cultural group the most?
10. Is there anything else that you would like to add to help me understand your culture better?

**DREAM Project Outline (For project 5) (100 points)**

**Outline: You are to create an outline for your DREAM project to turn in via Canvas. It should be a detailed and well-organized representation of how you would like to organize your project to be presented at the end of the semester. This outline should be comprehensive which includes ALL tasks needed to complete the project from beginning to end. Please use the required interview questions as your guide to organize your outline.**

* + **Written Communication:** Written communication is free of errors so that the overall message is clear. Can be written in first-person. All questions must be answered in full.
  + **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual. References and citations are formatted according to APA (6th Edition) Style. 10% of your grade is determined based on your adherence to APA format.
  + **References:** Minimum of 2 peer-reviewed scholarly articles and text-book (All of them should be published in the last 5 years).
  + **Structure of Paper:** Include a title page, references and appendices if applicable. Utilize headings before the discussion of each one of the main points. Examples of appropriate heading: “Attitudes and Beliefs about this Culture.” **You must assign a heading to each section per the APA style writing manual.**
  + **Length of Paper:** No more than 7 typed double-spaced pages in the body of work (not counting the title page, abstract, table of contents, references, or appendices).
  + **Font and Font Size:** Times New Roman, 12 point

**DREAM Peer Review (3 @ 30 pts each)**

***Purpose of this assignment*** is for you to learn more about cultural groups and common mental illness they report as well as culturally appropriate skills and techniques to serve that population through evaluation and peer -review. This review will also give feedback to the student who wrote the CCCSA.

***CACREP Standards to be addressed in this assignment:***

* the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP 2.F.8.a.)
* Identification of evidence-based counseling practices (CACREP 2.F.8.b.)

***Directions:*** You are to select ***three*** presentations that are not the same topic as yours. Please watch and critically review three presentations using the rubric. The tone and spirit of your feedback should be constructive. Be sure to be thoughtful and thorough. “Sandwich” your feedback meaning start with the good add the “meat” or critical feedback and then end with something good. We all are striving, I hope, to be the best clinicians! All the best to you!

As a peer-evaluator, you are being asked to thoughtfully provide feedback to your fellow classmates on their Research PowerPoint Presentation. Your comments and feedback, whether positive or constructive, should focus on how well your colleagues have met the requirements for the assignment. As a student this exercise is intended to help you focus in on the specific content in the presentation which will enhance your knowledge and skills. Thank you for your participation in this scholarly activity! (See Rubric Form)

**Social & Cultural Foundations Notes (AATBS) (100 pts)**

The ***purpose of this*** ***assignment*** is to track your understanding of social and cultural foundations which is a part of the CACREP 8 content areas. Please read and study the content in the ***NCE AATBS*** texts.

1. Your notes **MUST be paraphrased** and capture the main points of the readings.
2. You should have notes from each section and subsection. Please include the headings from the sections in your notes.
3. If your notes are not paraphrased or do not represent the content presented you will not receive full credit.

**Flip Videos, Online Assignments and Discussions**

If you received an email from me that class will be substituted with Flip or Discussion Board post, please follow the instructions. **Active participation** in Flip or discussion board is very important!

1. A demonstration of your knowledge and understanding of the content read and/or films watched. I am not looking for a summary of the readings and films. Instead I am looking for evidence that you have understood the material and are able to synergize the content.

2. I am looking for thoughtful and respectful discourse--an exchanging of thoughts and ideas--between you and your classmates.

The video prompts will only be available for the week that they are due.

***What is active participation?*** Active participation requires that you develop a substantive initial posting for the discussion topics demonstrating your depth of thought. In addition, you should also respond to the postings of at least **two** of your fellow classmates for each discussion question. These responses to other colleagues need to be substantive posts that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic. Read the discussion instructions on Canvas and/or FlipGrid per week.

* If discussion post is written, use APA citation format (7th edition) when using others work. References and citations are formatted according to APA (6th Edition) Style. 10% of your grade is determined based on your adherence to APA format.

**Extra Credit Opportunity (Maximum 15 points)**

Here are a few options for extra credit. ***Please note: Extra credit will not be given for work that is not scholarly and at the level of a graduate student. Please be sure that your APA style, grammar and content are at a scholarly level. No partial credit will be given.***

* + - 1. Complete a 2nd cultural experience according to the specifications of the syllabus. (10 points)
      2. Write an analysis and critical review of *White Male Identity Development: Key Model* or *From 1997 to 2007: Fewer Mothers Prefer Full-time Work or Koenig & Larson: Religion and mental health: evidence for an association*. (See Bb for articles).
      3. Submit one of your papers to the NCCA Journal *"NC Counseling Journal"* Graduate Student Works: (Up to 20 points)
      4. Trauma-Focused CBT Training: <http://tfcbt.musc.edu/> ($35) Submit completion certificate plus a 2 page reaction. MUST HAVE BEEN COMPLETED DURING THIS SEMESTER. (10 points)
      5. Attend any Counselor Education conference and/or webinar (our department does one monthly) and write a 3-page summation and reaction. (5 points)

**Feedback for Faculty**

If you have a comment or concern about the course please feel free to contact me. I am open to hearing from you at anytime. **SRIs** are a vital part of the feedback process for faculty. Completing the SRI is an expectation of this course. Please be sure to watch your NCCU email for notification to complete the SRI.

**Schedule of Weekly Activities**

*(Faculty reserves the right to amend these dates. Faculty will notify students if weekly activities are amended.)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Unit** | **Readings** | **Films & Supplemental Materials**  Reader Book Symbol - Free vector graphic on Pixabay | **Assignments**  **Due**  **Tuesday @ 4 PM unless otherwise stated**  **assignment[1]** |
| WK 1  8/15 |  | **None** | **Introduction and In class activities**    Rent for $4.99: <https://vimeo.com/ondemand/race>  Watch: Episodes 1 | **n/a**  ***Counselor Know Thy self Assignments***  due by next class 4 PM |
| WK 2  8/22 | 1 | Chapter 1: Understanding Resistance to Multicultural Training: Obstacles to Developing Cultural Competence | **Watch:** The danger of a single story |  Chimamanda Ngozi Adichie  https://www.youtube.com/watch?v=D9Ihs241zeg  **Read:** Potter L, Zawadzki MJ, Eccleston CP, Cook JE, Snipes SA, Sliwinski MJ, Smyth JM. (2019). **The Intersections of Race, Gender, Age, and Socioeconomic Status: Implications for Reporting Discrimination and Attributions to Discrimination.** *Stigma Health. Aug;4*(3):264-281. doi: 10.1037/sah0000099. Epub 2018 May 17. PMID: 31517056; PMCID: PMC6741774. | Week 1 Notes Due  **assignment[1]*Counselor Know Thy self: Identity Expression Index*** due by 4 PM  **(see NCCU attendance policy above)\*\*\*** |
| 2 | Chapter 2: Multicultural Counseling and Therapy (MCT) | **Read:** Multicultural and Social Justice Counseling Competencies - Guidelines for the Counseling Profession  Read: AATBS Social and Cultural Foundations Sections & Take copious paraphrased notes. I would recommend pacing yourself with the reading and note taking over then next several weeks. Notes Due 9/26/2022 | **assignment[1]*Counselor Know Thy self: Privilege walk/Dominant Discourse Activity*** |
|  | 3 | Chapter 3: Cultural Perspectives and Barriers: The Individual Interplay of Cultural Experiences | Rent for $4.99: <https://vimeo.com/ondemand/race>  Watch: Episodes 1, 2, and 3  Each Episode’s Duration: 56:50  Subtitles: English  Rental period for ALL 3 Episodes: 1 week  (Please watch all videos within week.) | **assignment[1] Assignments Due:**  Unit 3 Quiz/Notes  Quiz due by class on Tuesday, 4PM |
| WK 3  8/29 | 4 | Chapter 4: Microaggressions: Implications for Counseling and Psychotherapy | **Implicit Bias and Microaggressions: The Macro Impact of Small Acts**  <https://www.youtube.com/watch?v=Nrw6Bf5weTM> | Unit 4 Quiz  Quiz/notes  **assignment[1]Counselor Know Thy self: Cultural Humility Exercise** |
| 5 | Chapter 5: Sociohistorical Privilege and Oppression: Implications for Counseling and Psychotherapy | **"How Studying Privilege Systems Can Strengthen Compassion": Peggy McIntosh at TEDxTimberlaneSchools**  <https://www.youtube.com/watch?v=e-BY9UEewHw> | Unit 5 Quiz  Quiz due |
| WK 4  9/5 | 6 | Chapter 6: Racial Ethnic Cultural (REC) Identity Attitudes in People of Color: Counseling Implications | **Watch:** *Color of Fear* (24-hour rental $12) http://www.diversitytrainingfilms.com/films-2/films/  You will need your film guide for *Color of Fear* | Unit 6 Quiz  Quiz due |
| 7 | Chapter 7: White Racial Consciousness: Implications for Counseling and Psychotherapy | **White Like Me: Reflections on Race from a Privileged Son | Tim Wise | Talks at Google**  <https://www.youtube.com/watch?v=oV-EDWzJuzk> | Unit 7 Quiz  Quiz |
| WK 5  9/12 | 8 | Chapter 8: Multicultural Counseling Competence and Cultural Humility for People of Color Counselors and Therapists | **What is Cultural Humility?**  https://www.youtube.com/watch?v=c\_wOnJJEfxE | Unit 8 Quiz |
| 9 | Chapter 9: Multicultural Evidence-Based Practice | **SAMHSA Culturally Adapting Evidence-Based Practices**  https://www.youtube.com/watch?v=0GBAR4gAc04&t=56s | Unit 9 Quiz  Quiz |
| WK 6  9/19 | 10 | Chapter 10: Indigenous and Cultural Methods of Healing Among People of Color: Implications for Multicultural Counseling and Therapy (MCT) | A biopsychosocial model of metaphor therapy with holistic cultures – Marwan Dwairy | Unit 10 Quiz |
| 11 | Chapter 11: Culturally Competent Assessment | **Culture, DSM-5, and How It Will Impact Your Work**  https://www.youtube.com/watch?v=e9C\_K37i2R4  What is the clinical utility of the Cultural Formulation Interview? **(optional)** <https://www.youtube.com/watch?v=8zviPDgCipc>  Cultural Formulation Interview (CFI) <https://www.psychiatry.org/File%20Library/Psychiatrists/Practice/DSM/APA_DSM5_Cultural-Formulation-Interview.pdf>  Using the Cultural Formulation Interview <https://www.youtube.com/watch?v=8SjBG9di8ss>  **Dr. Kwame McKenzie: Diversity and Mental Health (15:25) How do different cultures approach mental health?** <https://www.youtube.com/watch?v=RgeNgYhSsME>  Ethan Watterson: Mental Illness: Part I  <https://youtu.be/slHZkCX1Ybk>  The North Americanization of Mental Health: Part II  <https://www.youtube.com/watch?v=gCPS2Ye3r_k> | **assignment[1]** Notes Due for **AATBS Social and Cultural Foundations** by  Unit 11 Quiz |
| WK 7  9/26 | 12 | Chapter 12: Multicultural Counseling Contexts: African Americans | **Watch**: Mental Health: A Guide for African Americans and Their Families  <https://www.youtube.com/watch?v=83B-xetwXhw>  Video on YouTube: *A girl like me* <http://www.youtube.com/watch?v=PAOZhuRb_Q8>  **Watch**: How to Provide Better Care to African American Patients <https://www.youtube.com/watch?v=YYQoYX_1AkA>  **Watch:** Best Practices for Working with African American Patients | APA  <https://www.youtube.com/watch?v=Xb3So9haqtk> | Unit 12 Quiz |
| WK 8  10/3 | 13 | Chapter 13: Multicultural Counseling Contexts: American Indians/Native Americans and Alaskan Natives | **Watch:** Working With Indigenous/Native American Patients  <https://www.psychiatry.org/psychiatrists/cultural-competency/education/best-practice-highlights/working-with-native-american-patients>    **Watch:** A good day to die http://www.agooddaytodiefilm.com/  Purchase or Rent at Amazon.com ($3.99) | Unit 13 Quiz |
| WK 9  10/10 | **FALL BREAK HOLIDAY**  Autumn Break – MCI & Social Innovation | | | |
| WK 10  10/17 | 14 | Chapter 14: Multicultural Counseling Contexts: Asian Americans and Pacific Islanders | **Asian American/Pacific Islanders and Mental Health**  <https://www.youtube.com/watch?v=s4iSGlAjneA>  **Mental Illness in Stressful Times - An Asian-American Family's Story**  <https://www.youtube.com/watch?v=usI6PDwMjcw>  **Read:** MENTAL HEALTH IN ASIAN AMERICAN AND PACIFIC ISLANDER POPULATIONS: CHALLENGES, RESOURCES, COMMUNITY VOICES <https://namica.org/api/>  **Optional** **Read:** Recommendations for the Treatment of Asian-American/Pacific Islander Populations  https://www.apa.org/pi/oema/resources/ethnicity-health/asian-american/psychological-treatment | Unit 14 Quiz  **assignment[1]** **Culturally Appropriate Counseling Knowledge, Assessments, and Interventions for Various People Groups Table** |
| WK 11  10/24 | 15 | Chapter 15: Multicultural Counseling Contexts: Latinx Communities | **Watch:** What’s the Deal with Latinos NOT Talking About MENTAL HEALTH?  <https://www.youtube.com/watch?v=gGBOhQJ9qvY>  **Watch:** Mental Health: A Guide for Latinos and Their Families  <https://www.youtube.com/watch?v=7QgVi7suKvs>  Watch: How To Best Work with Latino/a/x Patients | Psychiatry  <https://www.youtube.com/watch?v=4PvrRaew26Y> | Unit 15 Quiz Multicultural Counseling Considerations in Current News Events (MCCCNE) Due ***NEXT WEEK*** |
| WK 12  10/31 | 16 | Chapter 16: Multicultural Counseling Contexts: Multiracial Americans | **Read:** Counseling the Fastest Growing Population in America - Those with Multiple Heritage Backgrounds  **Watch:** Little White Lie – A film about dual identity, race and family secrets  Rent or Buy from Amazon.com ($3.99) | Unit 16 Quiz  **assignment[1]**Assignment: Multicultural Counseling Considerations in Current News Events (MCCCNE) due **TODAY** |
| 17 | Chapter 17: Multicultural Counseling Contexts: Arab Americans | The Arab American Experience  https://www.youtube.com/watch?v=sFC0eiMSZSc | Unit 17 Quiz |
| WK 13  11/7 | 18 | Chapter 18: Multicultural Counseling Contexts: Marginalized Religious Communities | **Watch: Dr. Harold Koenig - Spirituality & Health**  <https://www.youtube.com/watch?v=zedkOrKZDfw>  **Integrating Spirituality in Counseling Practice,** Gerald Corey (2006)  <https://www.counseling.org/docs/default-source/vistas/integrating-spirituality-in-counseling-practice.pdf?sfvrsn=7ddd7e2c_10>  **Religion and spirituality in the treatment room** <https://www.apa.org/monitor/dec03/religion.html>  Religious & Spirituality Assessments: DUREL & SCSRFQ | Unit 18 Quiz |
| 19 | Chapter 19: Counseling Contexts: Immigrants and Refugees | **Immigrant and Refugee Mental Health**  <https://www.youtube.com/watch?v=cKvR7au-VmA>  **Optional:** Mental Health Practice with Immigrant and Refugee Youth https://www.youtube.com/watch?v=ICkg4132SQY | Unit 19 Quiz |
| WK 14  11/14 | 20 | Chapter 20: Multicultural Counseling Contexts: LGBTQ Communities | **Working with LGBTQ Patients**  <https://www.psychiatry.org/psychiatrists/diversity/education/best-practice-highlights/working-with-lgbtq-patients>  **This Is What LGBT Life Is Like Around the World** https://www.youtube.com/watch?v=ivfJJh9y1UI | Unit 20 Quiz  Quiz due by |
| 21 | Chapter 21: Multicultural Counseling Contexts: Older Adults | **Mental Health Treatment for the Elderly: Challenges and Adaptations** <https://www.youtube.com/watch?v=C2dum954yIg>  **Treatment of Depression in Older Adults | Evidence-Based Practices**  <https://www.youtube.com/watch?v=1aGaVws-ntY> | Unit 21 Quiz  **assignment[1] Assignments Due: DREAM Digital Story Due**  **assignment[1] Peer Review Watch 3 of your colleagues’ DREAM presentations. Evaluations due *Next Week*** |
| WK 15  11/21 | 22 | Chapter 22: Multicultural Counseling Contexts: Women | **Working with Women Patients**  https://www.psychiatry.org/psychiatrists/diversity/education/best-practice-highlights/working-with-women-patients | Unit 22 Quiz |
| 23 | Chapter 23: Multicultural Counseling Contexts: Individuals Living in Poverty | **The psychological consequences of poverty**  https://www.youtube.com/watch?v=FdR0NqrlRZo | Unit 23 Quiz |
| 24 | Chapter 24: Multicultural Counseling Contexts: Individuals with Disabilities | **Orgesticulanismus (English subtitles) Frenchman talks about his disability in a creative animation**.  <https://www.youtube.com/watch?v=Ll-UuN_PWCA&feature=youtu.be>  **How to Treat a Person with Disabilities, According to People with Disabilities**  <https://www.youtube.com/watch?v=W6c6JLbczC8> | Unit 24 Quiz  **assignment[1]Assignment Due:** 3 Peer Evaluations |

Students will be evaluated as follows:

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| Disposition, and Attendance | 125 pts |
| Syllabus Quiz | 10 pts |
| Flip Discussion Videos (10 pts per week) | 140 pts |
| Counselor Know Thy self Exercises (20 each) | 60 pts |
| Unit Quizzes (15 points each) | 210pts |
| MCCCNE | 100 pts |
| Culturally Appropriate Counseling Knowledge, Assessments, and Interventions for Various People Groups Table | 150 pts |
| Social & Cultural Foundations Test (AATBS) | 100 pts |
| 3 Peer Evaluations of DREAM | 90 pts  (30 pts each) |
| DREAM: Digital Story | 200 pts |
| **Total Points** | **1185 pts** |

## Grading

This course will be graded using an A to F-system as follows:

|  |  |  |
| --- | --- | --- |
| 90 and above | 1185-1061 pts | A |
| 80 - 89 | 1060 -942 pts | B |
| 70 - 79 | 941-823.6pts | C |
| 69 and below | 0-823.5 points | F |

**Policy on Incomplete Grade**

Students who desire to receive a grade of “Incomplete” should submit a written request to the instructor. Students may be given a grade of “Incomplete” (I) at the discretion of the instructor when not all of the work required in the course has been completed for reasons beyond the control of the student (At least 80% of the work for the course should be completed). All “Incomplete” grades must be completed according to the agreement between the student and the instructor within the deadline established by the instructor, not to exceed one calendar year from the end of the semester in which the student was enrolled in the course.

**SELECTED VIDEOS FOR MORE KNOWLEDGE ON CULTURE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Person** | **Film or Article** | **Cultural Group(s)** | **Resources** |
| Victor Lewis | *Color of Fear* | African American/Cherokee | https://www.diversitytrainingfilms.com/films-2/films/ |
| Yutaka Matsumato | *Color of Fear* | Japanese American | https://www.diversitytrainingfilms.com/films-2/films/ |
| David Christensen | *Color of Fear* | European American | https://www.diversitytrainingfilms.com/films-2/films/ |
| Lee Mun Wah | *Color of Fear* | Chinese American | https://www.diversitytrainingfilms.com/films-2/films/ |
| Loren Moye | *Color of Fear* | African American | https://www.diversitytrainingfilms.com/films-2/films/ |
| Roberto Almazán | *Color of Fear* | Mexican American | https://www.diversitytrainingfilms.com/films-2/films/ |
| Hugh Vasquez | *Color of Fear* | Mexican American/European American | https://www.diversitytrainingfilms.com/films-2/films/ |
| Gordon Clay | *Color of Fear* | European American | https://www.diversitytrainingfilms.com/films-2/films/ |
| David Lee | *Color of Fear* | Chinese American | https://www.diversitytrainingfilms.com/films-2/films/ |
| Lacey Swartz | *Little White Lie* | Jewish, African American & European American (Multiethnic) | https://www.amazon.com/Little-White-Lie-Lacey-Schwartz/dp/B00VFTBXMO/ref=sr\_1\_2?ie=UTF8&qid=1427814397&sr=8-2&keywords=little+white+lie+schwartz |
| Dennis Banks | *A good day to die* | Native American | Amazon Prime  <https://www.youtube.com/watch?v=4-_2MW6S5fY>; https://www.youtube.com/watch?v=ZQd3e7EFIG0 |
| Jenni Chang | *This Is What LGBT Life Is Like Around the World* | Taiwanese American/LGBT | <https://www.youtube.com/watch?v=ivfJJh9y1UI>  <https://outandaround.vhx.tv/> |
| Hunter Woodhall | *Learning to run: Reflections of Hunter Woodhall* | European American with a disability | <https://www.youtube.com/watch?v=It9yQ8fcvWA>  <https://www.youtube.com/watch?v=UQKoi267wog&t=303s> |
| Kaci Aitchison | *Three Women On How Infertility Impacted Their Careers* | Women’s Issues, Career and Infertility | https://www.fastcompany.com/90434770/the-five-states-of-ready  q13fox.com/2017/10/02/kaci-aitchison-when-the-path-to-pregnant-winds-through-a-fertility-clinic/ |
| Leslie Hobbs | *Three Women On How Infertility Impacted Their Careers* | Women’s Issues, Career and Infertility | <https://www.fastcompany.com/90434770/the-five-states-of-ready>  <https://www.ladymarielle.com/infertility-in-the-workplace/> |
| Karin Ajmani | *Three Women On How Infertility Impacted Their Careers* | Women’s Issues, Career and Infertility  (Depression & Anxiety) | <https://www.fastcompany.com/90434770/the-five-states-of-ready>  http://bronx.news12.com/story/38042407/woman-who-struggled-with-infertility-advocates-for-awareness |
| Diana | *Strict Asian Parents & Stressed, Pressured Youth - College Process* | Asian American High School Students | https://www.youtube.com/playlist?list=PLv27bNNzioEdN424jJfxKWEb2OM8BTfVl |
| Sophie | *Strict Asian Parents & Stressed, Pressured Youth - College Process* | Asian American High School Students | https://www.youtube.com/playlist?list=PLv27bNNzioEdN424jJfxKWEb2OM8BTfVl |
| Michelle | *Strict Asian Parents & Stressed, Pressured Youth - College Process* | Asian American High School Students | https://www.youtube.com/playlist?list=PLv27bNNzioEdN424jJfxKWEb2OM8BTfVl |
| Mike | *Strict Asian Parents & Stressed, Pressured Youth - College Process* | Asian American High School Students | https://www.youtube.com/playlist?list=PLv27bNNzioEdN424jJfxKWEb2OM8BTfVl |

**SELECTED BIBLIOGRAPHY includes, but is not limited to, the following (See Canvas Course Documents for more multicultural and gender issues research and literature):**

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- Select 'Click here for PASSWORD MANAGEMENT'

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- Enter your 820 number and your last name

- Your email address, username, and password should appear.

\*If your email account information does not appear, please contact the ITS department at 530-7676.

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