



North Carolina Central University
"Communicating to Succeed."

School of Education
"Preparing Educators for Diverse Cultural Contexts for the 21st Century."

Counselor Education Program

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 2019
3 Credit Hours

Instructor: Regina Gavin Williams, PhD, NCC, LPC
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Email: rwill233@ncu.edu
Office Hours: Monday 10 AM – 3PM
Tuesday 11 AM – 3PM
Wednesday 10AM – 1PM

* If you are coming to visit during office hours please email in advance. Or if you want to schedule a WebEx meeting or a phone meeting, please email me to set up an appointment. This will help me coordinate student visits and/or meetings.

Course Information

Course Catalog 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.

Number of Credits: 3

Meeting Time: Mondays 4:00 p.m. – 6:30 p.m.

Class location: School of Education room 1091

Course Internet site: <https://ncu.blackboard.com/webapps/login/>

Required Texts

Sue, D. W., Sue, D. Neville, H., & Smith, L. (2019). *Counseling the Culturally Diverse: Theory and Practice*. (8th ed.). John Wiley & Sons, Inc.

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th ed). Washington, DC: American Psychological Association.

Other Text, Readings and Resources

Readings will be provided on Blackboard as well as handouts given in class. (Please copy articles from Blackboard.)

Please refer the **Multicultural Reader handout** to review the selected bibliography (See BlackBoard course documents for more multicultural and gender issues research and literature).

Foliotek Statement & Requirement

Maintaining an electronic portfolio (i.e., 'Foliotek') is a REQUIREMENT for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You must maintain a Foliotek account while enrolled in school, and you will be required to upload a majority of your assignments to the system. The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage.

Once you have registered with Foliotek and have access to your Foliotek account, please create a folder for each course that you take. You are encouraged to upload all of your work (future and previous) for each class in its respective folder. Some of it may be used for your required portfolio. At the least, you'll have access to all of your work as long as you have access to your online Foliotek account.

Blackboard

You will be required to log on to the Blackboard (Bb) system in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). Your Blackboard username and password will be the same as your NCCU e-mail account login. If you have questions about your Blackboard account please call Bb or the IT department first at 919-530-7676.

Course Description

Course Format

This is a cognitive-development lecture and 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 class and small 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 mediating 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 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.

Multiculturalism and Inclusivity Statement: This course is taught in a manner that provides a safe, welcoming and inclusive environment for students of all racial, ethnic, gender identities and variances, sexual identities, social and economic classes, ages, ability statuses, religions and spiritual practices. Students are expected to use language and communication that is respectful and values all community members.

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 ensure 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	METHOD FOR EVALUATION OF OUTCOME
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	Group project, research paper, current event PowerPoint, peer discussion responses, quizzes, journals
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 event, Writing Narrative	Group project, research paper, current event PowerPoint, peer discussion responses, quizzes
Identify and assess multicultural counseling competencies (CACREP Sec 2. F. 2. c.)	Readings, Films/Case Studies, Classroom discussions, Cultural event, Writing Narrative	Group project, research paper, cultural being paper, current event PowerPoint, quizzes
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/Case Studies, Classroom discussions, Cultural event, Writing Narrative	Group project, research paper, cultural being paper, current event PowerPoint, quizzes, journals
Identify and report the effects of power and privilege for counselors and clients (CACREP Sec 2. F. 2. e.)	Readings, Films/Case Studies, Classroom discussions, Research	Group project, research paper, current event PowerPoint, peer discussion responses, quizzes, journals
Identify and report help-seeking behaviors of diverse clients (CACREP Sec 2. F. 2. f.)	Readings, Films/Case Studies, Classroom discussions	Group project, research paper, current event PowerPoint, peer discussion responses, quizzes, journals
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	Peer discussion responses, quizzes, journals
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	Group project, research paper, current event PowerPoint, peer discussion responses, quizzes
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 discussions, Research PowerPoint	Peer discussion, group project

Instructor's Correspondence

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.

Type of Correspondence	Timeframe	Special notes
Emails	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.
Meetings, Telephone Calls, WebEx	Please email me to set a time for an in-person meeting or WebEx meeting	

Course Expectations: Attendance, Participation, Late assignments, Make-up Policy

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

Being Active in the Community: Your attendance and participation are fundamental to the learning process of this course. You contribute unique experiences and resources that are necessary for and valuable to creating an optimal educational and learning environment for yourself and your classmates. Therefore, you are expected to be actively and meaningfully involved in our multicultural learning community. Two

unexcused absences will result in a 20-point deduction from your participation/attendance grade. Each subsequent absence will result in an additional 10 points deducted from the final points.

Guidelines for Class Etiquette, Discussion, and Communication

- At times the instructor will contact students via their email address. 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.
- 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.

Assignment Policy

All assignments and exams must be completed and uploaded to Blackboard either under the course 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 (see course calendar for due dates). Each week's work will be available for one week. **Each week you will have until 3:59PM on Monday to submit your work for the week.** An assignment is late when it is not received at on the date it is due. Late assignments will automatically receive a reduced letter grade in addition to any reductions during the grading process. Missing assignment deadlines will not be excused.

Incomplete Grades and Excused Absences

Will be handled on an individual basis and only granted in exceptional circumstances.

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.

Writing

Assigned papers must be typewritten following APA 6th edition manual, using 12 point Times New Roman font. All written assignments should have correct use of APA, grammar, and be free of spelling errors, as neglecting to do so will result in point deduction.

Basic APA Style Tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

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 counseling 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).

Laptops, Tablets, Electronic Devices

Laptops are to be used in class with instructor's permission and they should only be used to support your learning in class discussions and/or activities. Note taking is appropriate. Responding to email, social networking, surfing the web, doing homework is not appropriate.

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 Support Services

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 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. 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, or submitting the online form through the Title IX Reporting Form, located at www.nccu.edu/titleix.

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.

- **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.
- **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, nccupinfo@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. 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. Information on plagiarism retrieved from:

- <http://www.plagiarism.org/>.
- <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>

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

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.

Course Assignments/Evaluation

Major Assignments/Projects (See Course Calendar for Due Dates) Please post all assignments on Blackboard in designated location, unless otherwise noted.

	Assignment	Points	Due Date	Submission
	Class attendance, Classroom Introduction, participation, and disposition (14 classes/weeks)	140	Weekly	N/A
1	Worldview Sharing	100	Assigned	N/A
2	Pop Quizzes	100	Random	N/A
3	Journal 1	100	9/9	Blackboard
6/7	Research Paper/DREAM Project Outline & Group Contract	100	9/30	Blackboard
	Journal 2	100	10/7	Blackboard
4	MCCCNE	100	10/21	Blackboard
5	I am a Cultural Being	100	10/28	Blackboard
	Journal 3	100	11/11	Blackboard
6	DREAM Digital Stories	200	11/25	Microsoft One Drive
7	Research Paper	200	11/25	Blackboard

Total: 1140

1. Worldview Sharing (100 points)

Tell your story of how you see yourself in the world or how you see the world and yourself in it. Tell your truth. Instructor will be first to present their worldviews as a model from which to structure your informal presentations (i.e., brief, speaking from your seat). You will be assigned a date to present your

worldview (2 students/class; 5 minutes/person). Turn in a copy of your worldview via Blackboard on your assigned presentation date prior to the beginning of class.

2. Quizzes (100 points)

“Pop” or unannounced quizzes may be given periodically throughout the semester. The quiz will cover material covered in the assigned readings, as well as videos and student and instructor discussion. No make-up quizzes will be given.

3. My Truth Connecting Journal (Blackboard) (3 total journal entries; 250-300 words; 100 points)

There is usually not enough time for each student to share their ideas and views on the topics of discussion during each class meeting. Also, once students have time to process information from class and discuss their experiences outside of class with friends and family, other things emerge. In the spirit of connectedness, I would like to offer the opportunity for open journaling with this class. Usually, I am the only one who gets to read student journals; therefore, I am the only to benefit from the learning that occurs. Perhaps this will expand our multicultural learning environment. The journaling process serves the purpose of helping you to personally relate to and connect with assigned readings and classroom experiences openly, honestly, and sincerely to enhance your self- and other-understanding. You are required to write three journal entries to be submitted via Blackboard on the designated dates (9/9, 10/7, & 11/11). Each journal entry must be between 250-300 words.

In your journals, please reflect on your reactions to class readings, presentations, discussions, and activities and use the following questions as a guide. Please see reflection questions below to help with your journaling.

Learning

What did you learn from last week’s class?

What do you think about what you learned?

How do you feel about what you learned?

How does what you learned impact you personally and/or professionally?

Free flow-Anything else you want to write about related to class

Feelings

Describe, explain, and explore what:

surprised you?

validated you?

caused you feel uncomfortable?

caused you to feel settled?

upset you?

hurt your feelings?

gave you warm feelings?

caused you to feel sad?

caused you to feel happy?

Perspective

Describe, explain, and explore what:

caused you to open up?

caused you to shut down?

led you to believe?
led you to question?
changed your mind?
changed your attitude?
changed your perspective?

Personal and Professional

What is your role in our multicultural counseling learning community?
What were your initial expectations? Have these expectations changed? How? Why?
What about your involvement in our multicultural counseling learning community has been an enlightening experience?
Describe a person you've encountered in our multicultural counseling learning community who made a strong impression on you, positive or negative.
Do you see benefits of doing culturally informed counseling and related work? Why or why not?
Has your view of the populations with whom you have been working changed? How?

Action

What will you do differently based on what you have learned?
What will you do differently based on what you are feeling or have felt?
What will you do differently because of your change in perspective?
What will you do differently in your personal life?
What will you do differently in your professional life?
What are your plans to implement these changes? When will you begin?

4. 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 alternative are strongly encouraged):

- a. 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.).
- b. Caption: Provide a brief summary of the current news event selected.
- c. Cultural Learning: Identify and explain a cultural message (i.e., explicit or implicit) in the current news event selected.
- d. Multicultural Counseling Consideration and Action:
 - i. What is a potential multicultural counseling consideration associated with the identified cultural message in the current news event?
 - ii. What can a multicultural social justice counseling competent counselor (MSJCC) do to help a client dealing with issues associated with current news event?

5. I Am a Cultural Being Paper (living in evolving and dynamic historical, social, cultural, economic,

and political contexts) (100 points).

You are a representative of your cultural background. Your identity and how you relate to others can either facilitate or inhibit your helpfulness as a counselor or professional. Intentional exploration of your cultural heritage fosters increased awareness and understanding of your multidimensional identity (i.e., culture, race, ethnicity, religion, gender identity, sexual orientation, and level of ability) and how it shapes your experiences and interpersonal relationships. Tell story of how you see yourself in the world or how you see the world and yourself in it. Tell your truth. Write about your life using meaningful examples. Please describe in detail the places that you go, the people who are there, what is going on and your interaction with all of the above. Include a summary of what you learned about yourself and your social spaces from the experience. Purposeful and reflective writing promotes personal and professional development.

This narrative will not be shared with the class. If you have some discomfort answering any of the questions below, please talk with the instructor at least one week prior to the assignment due date. The purpose of this assignment is to provide you with an opportunity to engage in self-reflection and raise self-awareness so that you may become a more effective and responsive counselor. Your answers to some of the questions may be longer than others, but be sure to answer each question. Retain the section headings that appear below and turn in the paper typed, double-spaced, with a title page and page numbers (i.e. This paper should be in APA style. It should also flow from section to section like a narrative or story.). Each section should have headings or levels in APA format (Headings: Background, Group Awareness, etc.). Be sure to use the terms we discussed in class as we discussed them. Although this paper has no page minimum, you should answer the questions thoroughly and concisely, being sure not to exceed 12 pages.

I Am a Cultural Being

Your Background

- a) Please describe the dimensions of your identity in detail (e.g. age, gender, race, ethnicity, sexual orientation, religion/spiritual practice, class, ability/disability, etc.).
- b) Please describe how your identities developed? What do they mean to you?
- c) Which, if any, are most important to your integrated identity? Explain.

Your Group Awareness

- a) Describe your earliest recollection of learning your gender, race, ethnicity, sexual orientation, ability/disability religion and/or spiritual practice?
- b) How did you learn to identify with these groups?
- c) Were there any groups of people that were devalued by your family? Did you have similar feelings?
- d) Did your family discuss culturally diverse groups of people?
- e) What was your parents' main advice to you about people from other cultural groups?

Your Social Awareness

- a) Describe your earliest recollections of learning that people were "different."
- b) Describe you first experience learning about prejudice? How do you recall feeling at that time? When was the first time you remember learning about racism, sexism, heterosexism, ableism, and other forms of oppression?
- c) How did you first come to understand oppression existed? What did you learn from this experience?
- d) Please describe how you are privileged and/or marginalized and oppressed?
- e) Describe a significant and meaningful experience when you recall witnessing someone act in a way you thought was prejudiced, racist, sexist, anti-LGBTQIA+, or discriminatory?

- f) Describe a significant and meaningful experience when you witnessed someone actively working against systems of oppression (e.g., through personal interaction, activism, or intervention). Describe your feelings about those situations and experiences.

Your Encounter Experiences

- a) Describe how you have changed, if applicable, as a result of your experiences and relationships with different institutions (e.g., school, church, community organizations).
- b) How would all members of your family respond, or have responded, if you announced plans to marry a member of a different ethnic group or religion, a person of the same sex, or a person with a disability?
- c) How do you think you would respond for your child?

Your Present Views

- a) Describe significant relationships/meaningful interactions that you have with people from different cultures (for example this can range from long term relationships to one-time encounters).
- b) Upon reflection, in what ways (if any) were you impacted by these significant relationships/meaningful interactions?
- c) Reflect on your overall journey as a cultural being, and describe some of the most important feelings that emerged.

6. Group Project: Documentary Relating Experiences About Multiculturalism (DREAM): Digital Storytelling (200 points)

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 to learn more about your assigned cultural group and related social and cultural issues that may affect members of the 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 will be shared in the class and posted on Blackboard when possible.

Please upload your documentary to the Microsoft OneDrive affiliated with your NCCU student account. Copy and paste the OneDrive link to the Blackboard assignment 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 Blackboard.

- a) Please be sure to ask about identity and/or demographic information important to your interviewee that may need to be included in your story.
- b) Please describe the most important values and beliefs of your culture.
- c) Please describe important cultural events, celebrations, and practices in your culture. How do you think others outside your culture view your culture?
- d) Have you ever experienced prejudice, discrimination, and/or oppression? Please describe.
- e) How people from your culture perceive counseling and counselors?
- f) What issues or concerns do you think people from your culture would bring to counseling?
- g) How can counselors demonstrate they respect and value people from your culture in counseling?

- h) What can counselors do to form a trusting and helpful counseling relationship with people from your culture?
- i) When it comes to counseling, what counseling approach do you think would help people from your cultural group the most?
- j) Is there anything else that you would like to add to help me understand your culture better?

-OR-

7. Group Project: Multicultural Social Justice Counseling Competency Literature Review Research Paper (200 points)

Literature reviews serve as a foundation for research and are an important tool. Based on our syllabus, you will select a topic of interest that relates to multicultural social justice counseling competence (MSJCC) and will do a thorough search of the professional literature. If you need assistance with the resources in the Shepard library, the reference librarians are a helpful resource. Much of the relevant literature can be accessed through two databases (ERIC and PsycInfo). Your topic should be focused enough that you are not overwhelmed with too many sources, but you may need to broaden the scope slightly if you find less than five citations. You may consult with the instructor if you are having difficulties, but please do so well in advance of the deadline.

Please include the following required content in your literature review:

- a) Introduction to your topic and why it is important for MSJCC
- b) Main concepts or constructs involved, including any underlying assumptions about the topic
- c) Theoretical approaches that have been taken with respect to your topic or interventions (based on theory) that have been attempted, and
- d) Implications of what you have learned on this topic; include recommendations for future practice or research, any insights about missing perspectives, or new ways to view the topic.
- e) Write 15-20 pages (double spaced, 12-point font) using APA format.

Research Paper/DREAM Project Outline & Group Contract (For group project 6 or 7) (100 points)

Outline: You are to create an outline for your group project (DREAM Project or Research Paper) to turn in via Blackboard. 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. Please use the required interview questions (DREAM Project) or literature review content (Research Project) as your guide to organizing your outline.

Group Contract: The Group Contract is for accountability purposes and to detail tasks needed to complete the group project (DREAM or Research Paper). As you prepare to present your project, you are required to develop a schedule, meeting dates and times, specific tasks and due dates etc. per person needed to complete the project. This should be a comprehensive contract which includes ALL tasks needed to complete the project from beginning to end. In the event that a team member does not fulfill their duties in a timely manner and in accordance to your contract, please notify your instructor. Communication is imperative for group success, therefore please include how you will maintain regular communication with each other. At the end of each meeting you should go over action items (or tasks) that should be completed by the next meeting.

All members of the team are required to upload the project outline and group contract which indicates that they agree with the contents.

Class	Date	Topic	Reading (Sue et al., 2019) Articles (Blackboard)	Assignment(s) Due
1	8/19	Community Circle and Syllabus Multicultural Competency Gender Terminology	Articles*	
2	8/26	Multicultural Competency Obstacles to Cultural Competence: Understanding Resistance to Multicultural Training Multicultural Counseling and Therapy Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups	Chapters 1, 2, & 3 Articles*	
3	9/2	Labor Day- No Class		
4	9/9	The Political and Social Justice Implications of Counseling and Psychotherapy Impact of Systemic Oppression Intersectionality Microaggressions in Counseling and Psychotherapy	Chapters 4, 5 & 6 Articles*	Journal 1
5	9/16	Multicultural Barriers and the Helping Professional Communication Styles and Its Impact on Counseling and Psychotherapy Multicultural Evidence-Based Practice	Chapters 7, 8, 9 Articles*	
6	9/23	Non-Western Indigenous Methods of Healing: Implications for Counseling and Therapy Racial/Cultural Identity Development in People of Color: Therapeutic Implications White Racial Identity Development: Counseling Implications	Chapters 10, 11, 12 Articles*	
7	9/30	Counseling African Americans Counseling American Indians/Native Americans and Alaska Natives	Chapters 14 & 15 Articles*	Research Paper/DREAM Project Outline & Group Contract
8	10/7	Counseling Asian Americans and Pacific Islanders Counseling Latinx Populations	Chapters 16 & 17 Articles*	Journal 2
9	10/14	Fall Break- No Class		

Class	Date	Topic	Reading (Sue et al., 2019) Articles (Blackboard)	Assignment(s) Due
10	10/21	Counseling Men + Women Gender Issues	Chapter 26 Articles*	MCCCNE
11	10/28	Counseling Multiracial Populations Bicultural Identity	Chapter 18 Articles *	I am a Cultural Being
12	11/4	Counseling Arab Americans and Muslim Americans Counseling Immigrants and Refugees Counseling Jewish Americans	Chapters 19, 20, 21 Articles*	Journal 3
13	11/11	Counseling Military Clients Counseling LGBTQ Populations	Chapter 23 Articles*	
14	11/18	Counseling Individuals with Disabilities Counseling Older Adults Counseling Individuals Living in Poverty	Chapters 22, 24, 25 Articles*	
15	11/25	Group Presentations		Research Paper/DREAM Project Presentation
16	12/2	Group Presentations Culturally Competent Social Justice Counselor		

***All articles are posted on Blackboard on associated class date**

Evaluation

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

90 and above	1021-1140 pts	A
80 - 89	907-1020 pts	B
70 - 79	793-906pts	C
69 and below	0-792 pts	F

My grading philosophy is to reward the effort and high quality work of actively engaged and responsible learners. Therefore, it is very important to me that I give the appropriate credit to those students who are: (1) actively engaged in their educational experience; (2) demonstrate professional responsibility; (3) consistently give tasks the necessary effort required; (4) perform all tasks with excellence; and (5) create high quality work products.

Exceptions to grading policy:

You are encouraged to consult me regarding questions or concerns related to how your assignment has been graded and for ways your performance or product can be improved. All assignments are final once submitted on due date (i.e., unsatisfactory assignments cannot be revised without instructor permission).

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.