

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 - 01

Multicultural and Gender Issues in Counseling

## Fall 2020

3 Credit Hours

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

**Office**: 2122 School of Education

**Phone**: 919.530.6692

**Email**: kkurian@nccu.edu (*Email is the best way to contact me.* ***Email first.***)

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

**Office Hours**

 **Monday Research & Service Day**

**Tuesday 1 – 4 PM**

**Wednesday 1 - 5PM**

 **Thursday 1 – 4 PM**

**Friday Research & Service Day**

 You may WebEx or or call. (Email me to schedule a time.)

\*For a WebEx or phone meeting please email me at kkurian@nccu.edu to set up an appointment. This will help me coordinate student visits and/or meetings. Please note that EMAIL is the best way to contact me.

## Required Texts

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

John Wiley & Sons, Inc.

American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7th Edition).

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)**.**Purchase from the NCCU Bookstore or https://behavioral-science.aatbs.com/nccu/. Students can purchase materials on the landing page or the book store.

## Other Text, Readings and Resources

Readings on Blackboard as well as handouts given in class. ***(Please copy all articles from Bb that are list on the syllabus by the second class.)***

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.

Optional

Sue, D. W., Gallardo, M., & Neville, H. A., (2013). Case Studies in Multicultural Counseling & Therapy (1st). John

Wiley & Sons, Inc.

**Basic APA Style Tutorial:** *Publication Manual of the American Psychological Association* (6th Edition).

*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 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:**

*Maintaining an electronic portfolio (i.e., 'Taskstream') 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 Taskstream 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 Taskstream and have access to your Taskstream 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 Taskstream account.*

**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 Blackboard system in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). If you have questions about your Blackboard (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** |
| 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. |
| Telephone Calls, WebEx or Skype | Please email to set a time for a telephone conference call, WebEx or Skype | I look forward to talking with you. If you happen not to hear from me, I may have missed it. Please reach out to me again. ☺  |

# **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 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 virtual group discussions and 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** | **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 | Research PowerPoint, Test scores,Peer discussion Responses, Quizzes |
| 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, two Cultural Excursions, Writing Narrative | Two Cultural field trip Papers, Research PowerPoint, Personal Narrative, Test Scores, Quizzes |
| Identify and assess multicultural counseling competencies**(CACREP Sec 2. F. 2. c.)** | Readings, Films/Case Studies, Classroom discussions, two Cultural Excursions, Writing Narrative | Two Cultural field trip Papers, Personal Narrative, Test Scores, 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, two Cultural Excursions, Writing Narrative | Two Cultural field trip Papers, Personal Narrative, Test Scores, Quizzes |
| 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  | Test scores,Peer discussion Responses, Quizzes |
| Identify and report help-seeking behaviors of diverse clients **(CACREP Sec 2. F. 2. f.)** | Readings, Films/Case Studies, Classroom discussions | Two Cultural field trip Papers, Test scores,Peer discussion Responses, Quizzes |
| 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 | Test scores,Peer discussion Responses, Quizzes |
| 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  | Research PowerPoint, Test Scores, 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 Posts, Research PowerPoint Case Study |

## 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**

If a student misses (absence) two online discussion posts 20 points will be deducted from the final points for the course. Your name will be forwarded to the Program Coordinator. Each subsequent absence will result in an additional 10 points deducted from the final points.

**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.

**COVID-19 Health and Safety Requirement for Wearing a Face Mask or Other Face Covering in the Classroom or Other Instructional Setting:**

To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central University community are outlined in the [NCCU Student Code of Conduct](https://legacy.nccu.edu/policies/retrieve.cfm?id=442) (Code). The [Code](https://legacy.nccu.edu/policies/retrieve.cfm?id=442) outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the [Code](https://legacy.nccu.edu/policies/retrieve.cfm?id=442).

In addition to community standards to which all students are accountable, the [Code](https://legacy.nccu.edu/policies/retrieve.cfm?id=442) outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution. In consideration of the University’s commitment to maintain healthy and safe learning environments during the COVID-19 pandemic, the University has issued the [Operations, Recovery and Continuity](https://myeol.nccu.edu/sites/default/files/2020-06/FULL%20NCCU%20Operations%20Continuity%20Plan%20Fall%202020%20FINAL%206%2012%202020.pdf) plan. The [plan](https://myeol.nccu.edu/sites/default/files/2020-06/FULL%20NCCU%20Operations%20Continuity%20Plan%20Fall%202020%20FINAL%206%2012%202020.pdf) highlights and details the University’s preparations to safely open for the Fall 2020 semester and includes behavioral standards for in-class instruction, such as physical distancing, use of face coverings, and hand hygiene. However, in light of the ever-changing nature of the COVID-19 pandemic, the plan is subject to change.

**Please be advised that face coverings are required while on campus and during in-person instruction as per NCCU’s guidelines, and the State of North Carolina’s Executive Order 147. The few exceptions to this requirement can be found in the**[**Operations, Recovery and Continuity**](https://myeol.nccu.edu/sites/default/files/2020-06/FULL%20NCCU%20Operations%20Continuity%20Plan%20Fall%202020%20FINAL%206%2012%202020.pdf)**plan.**

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the [NCCU Student Code of Conduct](https://legacy.nccu.edu/policies/retrieve.cfm?id=442).

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**Student Accessibility 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 NCCU Accommodate Website at <https://nccu-accommodate.symplicity/students/index.php> and logging into their Eagle Accommodate Student Portal.  Students are expected to renew previously granted accommodations at the beginning of each semester (Fall, Spring & Summer sessions).  Reasonable accommodations may be requested at any time during the semester for all students; however, accommodations are not retroactive.  Returning semester requests for returning students are expected to be done within the first two weeks of the semester.  Students are advised 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 must register with SAS.

**Confidentiality and Mandatory Reporting**

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU’s Sexual Harassment Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be mandatory reporters and are required to promptly report information regarding sexual harassment to the University’s Title IX Coordinator.  The Sexual Harassment Policy can be accessed through NCCU’s Policies, Regulations and Rules website at [www.nccu.edu/policies](http://www.nccu.edu/policies). Any individual may report a violation of the Sexual Harassment 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](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 that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. 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, 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.***

**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

## Attendance

It is expected that you will be active in the discussion board weekly. You are to respond to weekly posts.

Students who have challenges doing weekly posts should make every effort to contact the instructor immediately with regard to the reason for missing class.

Also note that anyone other than enrolled students is not allowed to attend class/read posts without the permission of the instructor.

**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 Blackboard 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.*

# **Class participation:** All students are expected to participate in WebEx discussions. It is expected that **all students** engage in respectful intellectual discourse throughout the semester.

***Please Note*:** Within attendance and participation, students are graded regarding the following criteria: 1) Demonstrate effective leadership skills; 2) Actively engage in class activities and participate as a group member; 3) Contribute to class discussion displaying critical and creative thinking skills; 4) Demonstrate dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery and 5) following the ACA Code of Ethics.

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**Quizzes:** “Pop” or unannounced quizzes are 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.***

**Online Assignments and Discussions:** You are to post your main post by the Friday 11:59 PM and respond to two colleagues’ post by Tuesday 11:59PM. **Active participation** in discussion board is very important!

***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 BlackBoard per week.

* Use APA citation format (6th 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.

## Personal Narrative (150 pts): All students are expected to answer the questions in a narrative format. You must use APA headings in your narrative. See the last pages of the syllabus for more specific directions. The purpose of this assignment is to explore and understand your 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.)

## **See the details of the assignment at the end of the syllabus 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.

**Two Cultural field trips (65 points each):** During the semester, each student is expected to make at least two cultural field trips (totaling 2-3 hours) 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. You must also demonstrate you understand the multicultural and pluralistic characteristics within and among the group you chose to explore and learn more about. This could include but is not limited to attending cultural or religious celebration/ceremony of a different group (other than the ones that you are familiar with and/or comfortable with). I would encourage you to venture out of your “comfort zone” and attempt to learn about another culture. I would encourage you to speak/interview people from the culture at the event. In order to receive full credit for this assignment you must answer ***all*** of the following questions in no more than 7 pages. YOU MUST ANSWER ALL THE QUESTIONS COMPLETELY AND IN A SCHOLARLY MANNER TO RECEIVE FULL CREDIT.

* + **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.
	+ **Content REQUIREMENTS:**

**Section 1**: Briefly discuss why you choose this culture to explore. Discuss what your attitudes and beliefs are about this culture prior to this event? (Cultural Competence Area 1: Awareness): What was name of the event or activity that you attended? (Please include date, time, venue and flyer, bulletin or program) **5 pts**

**Section 2**:What was the main purpose of the event or activity? (Please describe what organization held the event, who spoke, what you saw, who you spoke to, why this event/activity was organized etc.?) What specific culture characteristics does this group have? Take some time to explain cultural details including those that would be helpful for a counselor. **10 pts**

**Section 3**: The purpose of this section is to integrate the current literature with the your cultural observations and information of the cultural group. ***This question will require some research in the peer-reviewed literature to answer this section fully.*** Please give yourself adequate time to do so.

1. How did this event or activity reflect or apply to the readings or the material discussed in class? (If your book does not cover your cultural group adequately please refer to current counseling literature as it relates to your cultural group.)
2. Please identify help-seeking behaviors in this cultural group. In other words, generally speaking what behaviors does this group exhibit when in need of help or in mental distress?
3. What **specific counseling theories and interventions** does your book ***or*** the current literature or scholarly documents on the internet say can be used with clients from this cultural group?
4. What **specific** counseling theories and techniques should be used with this population? (Make sure you use ***relate course material and/or current literature*** to your experience***.***) You may discuss multiple aspects of culture.

For example, say you visit a Greek Orthodox church. You may discuss the importance of faith or religion to clients **and** to people of the Greek culture the Greek culture. There are two chapters on religion and spirituality and a Koenig and Larson for example, that can be used. **30 pts *(This section should be at least 2 pages.)***

**Section 4**: Did you learn anything new? If so, what? If not, how did this event add to what you already knew? What are your attitudes and beliefs about this cultural group after the event? **10 pts**

**Section 5**: Did this cultural experience enhance your multicultural competency (Cultural Competence Areas 1, 2, and 3)? Why or why not? **10 pts**

**Section 6: A reference section in APA format 6th edition must be included.**

**PowerPoint: Research-Based Cultural Case Study Analysis (CCSA)**

***CACREP Standards 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.)**

***How to Write a Clinical Case Study***

**Clinical** means relating to the observation and treatment of actual patients/clients rather than theoretical or laboratory studies.

A **case study** is an in-depth analysis of a real-life situation or incident, as a way to illustrate content and theory to a real or simulated life situation or both. Case studies allow the learner to acquire cognitive reasoning, critical thinking, and decision-making skills.

**STEP ONE: Select the Cultural Group & Person (from the chart below)**

Students should select a person and cultural group from the chart below. This CCSA will require you to research the peer-reviewed literature to understand the needs, theories, skills and best practices in working with clients from specific cultural groups. that is focused, reality-based, relevant, and reflects evidence of best practices in Counseling.

Please choose one of these following from the documentaries/films we will watch in class this semester use for your CCSA:

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | https://itunes.apple.com/us/movie/a-good-day-to-die/id650756930 |
| 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-readyq13fox.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 |

**STEP TWO:** Choose a few cultural group of interest (hopefully unlike yours) and watch and read the resources that are listed in the chart. Then choose one to focus on for your clinical case study analysis. You should also do a preliminary research on this cultural group to increase your knowledge. As you proceed with organizing your CCSA, you will likely need to do more research. Your research will inform your justification and outline.

**STEP THREE: Write a Justification and Outline:** Now that you have decided the culture and the person whom you will focus on for your CCSA, you are to prepare a justification and outline. Your justification should be no more than a paragraph or two describing why you selected this culture and the person and what clinical knowledge you hope to gain from your research. Make sure that you make reference to material that you have read in your text.

***Outline:*** Your outline should be a **detailed and well-organized** representation of how you would like to organize the information that you will present in your PowerPoint. You should use information from the research that you have collected.

**STEP FOUR: Begin to gather information**

You should begin searching for articles early in the semester. If the NCCU library does not have the journal you need, you can obtain the article through interlibrary loan. You will need an ILLiad Logon ID. Please consult the library for more details.

Your Cultural Case Study Analysis should include the following:

1. **Background Information/Summary of the Information Presented in the film as well as those found in other sources**
a) The first slides of your PowerPoint will present your client's background. Include factors such as age, gender, work, health status, family mental health history, family and social relationships, drug and alcohol history, life difficulties, goals, and coping skills and weaknesses.

I realize that some of the people in the films/documentaries do not have an extensive amount of information. You should go online to gather as much information as you can about this person. If there still is not much info you summarize what you can.

b) Overview of Cultural Group: Your PowerPoint should include slides that summarize cultural information that would be helpful for clinicians/school counselors/career counselors to know. You should use at least two referred journal articles in addition to your textbooks. What are the unique aspects of this cultural group? Historical? Population in USA. Types of jobs held.

1. **Description of the Presenting Problem**
a) In the next set of slides of your case study, you will describe the problem or symptoms that the client presented with. This problem or symptoms may be from anytime in that individual’s life. Describe any physical, emotional, or sensory symptoms reported by the client. Thoughts, feelings, and perceptions related to the symptoms should also be noted.

b) What mental health issues/presenting problems are most reported among this cultural group? Please use at least 2 peer-reviewed articles for this section other than your text.

c) Are there any barriers in the literature for this cultural group as it related to mental health care? Please discuss those barriers. How could those barriers be addressed?

1. **Assessments & Your Diagnosis**
a) Based on the most common presenting problems/mental illness that you learned about in the literature for this group, please discuss culturally appropriate assessments that you could use with this cultural group.
	1. Choose one of the most common presenting problems/mental illness (e.g. anxiety) for the cultural group you are researching and look it up in the [Diagnostic and Statistical Manual](https://www.verywellmind.com/the-diagnostic-and-statistical-manual-dsm-2795758). List the diagnostic criteria for that diagnosis and as well as the ICD-10 code. Are there any cultural considerations to consider as it relates to the diagnosis you chose? Please use at least 2 peer-reviewed articles for this section other than your text. (Refer to Week 7’s YouTube Videos)
2. **Culturally Appropriate Theories and Interventions** Additional slides of your paper should focus on culturally appropriate theories and interventions used to help the clients/patients (person in the film) who suffer from the mental illnesses mentioned in #3. Choose and describe two theoretical approaches and summarize two or more possible treatment/intervention approaches for at least one of mental illnesses mentioned in #3. You should make reference to the person from the film you selected, How could these interventions and treatment help that person? Please use at least 3 peer-reviewed articles for this section other than your text. Also be sure to ***address the cultural implications of this treatment.***
	1. Each of you have a programmatic track you are focused on (i.e. Clinical Mental Health, Career, and School). How does/will the information you have learned in this analysis help you in your chosen profession?

Some of the possible treatment approaches you might choose to explore include:

* **Psychoanalytic Approach**
Describe how a psychoanalytic therapist would view the client's problem. Provide some background on the [psychoanalytic approach](https://www.verywellmind.com/what-is-psychoanalysis-2795246) and cite relevant references. Explain how [psychoanalytic therapy](https://www.verywellmind.com/what-is-psychoanalytic-therapy-2795467) would be used to treat the client, how the client would respond to therapy, and the effectiveness of this treatment approach.
* **Cognitive-Behavioral Approach**
Explain how a cognitive-behavioral therapist would approach treatment. Offer background information on [cognitive-behavioral therapy](https://www.verywellmind.com/what-is-cognitive-behavior-therapy-2795747) and describe the treatment sessions, client response, and outcome of this type of treatment. Make note of any difficulties or successes encountered by your client during treatment.
* **Humanistic Approach**
Describe a [humanistic](https://www.verywellmind.com/what-is-humanistic-psychology-2795242) approach that could be used to treat your client, such as [client-centered therapy](https://www.verywellmind.com/client-centered-therapy-2795999). Provide information on the type of treatment you chose, the client's reaction to the treatment, and the end result of this approach. Explain why the treatment was successful or unsuccessful.

Tips

* Do not refer to the subject of your case study as "the client." Instead, use his or her name or a pseudonym.
* Remember to use [APA format](https://www.verywellmind.com/apa-format-and-style-4157175) when [citing references](https://www.verywellmind.com/how-to-cite-sources-in-apa-format-2794852).
* Read examples of case studies to gain an idea about the style and format.

***Format of your Research-Based Case Study Analysis PowerPoint:***  Based on your topic and outline, develop a scholarly research-based PowerPoint in APA style. (Adhering to proper APA format accounts for 10% of our grade.) You should have the following on your slides:

* relevant titles on ***each*** slide,
* APA format in-text citations on ***every*** slide,
* CACREP standards and URL addresses for videos and weblinks when applicable (Please be sure that if you have a link to a URL on a page you should also have a title on the page as well as an APA citation and summary about what the URL will cover.)
* Slides should be numbered
* relevant images and graphics for MOST (85%; example if you have 50 slides you should have 42 should have graphics and/or stock images) of the slides. Your illustrations must be clear. Preferably 300 dpi.
* include LEGIBLE reference slides.
* **Written Communication:** Written communication is free of errors so that the overall message is clear. Should be written in third-person. All content should be paraphrased and properly cited. If content is a direct quote it should follow APA guidelines.
* **APA Formatting:** PowerPoint is formatted according to the latest edition of the APA Manual. References and in-text citations are formatted according to APA (6th Edition) Style. Every slide should have an in-text citation/parenthetical notation and/or URL address. 10% of your grade is determined based on your adherence to APA format.
* **References:** Minimum of 10 peer-reviewed scholarly articles (5 of them published in the last 5 years).
* **Structure of PowerPoint:** Include a title page with names of group members, abstract (references and appendices if applicable). Also include an overview slide that summarizes what the class will learn. Include one slide for each of your guest speakers. This should be a short bio and what they will discuss. Utilize headings on each slide relevant to material required. Examples of appropriate heading: ‘Counseling Theories Used for Asian Indians”
* **Length of PowerPoint:** Should include a title slide with names of team and reference slides. There should be at least one slide per question/topic area of research.
* **Illustration:** Your PP should include relevant images and graphics for MOST (85%) of the slides. Your illustrations must be clear. Preferably 300 dpi.
* **Font and Font Size:** Times New Roman, 12 point (Or any other standard font.)

**Research Project Peer Review (30 pts)**

Peers will evaluate each other’s Research Project.

**Scholarship and Extra Credit Opportunity:** You will be working very hard researching and preparing this Case-Study Analysis PowerPoint Presentation. Should you desire to receive up to 20 points of extra credit you may prepare a manuscript for consideration in the *NC Counseling Journal* which is the North Carolina Counseling Association Journal.

**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 your 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.

**Extra Credit (Maximum 10 points-Unless submitting article for publication 15 pt. max)**

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 3rd 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)

**Textbook Abbreviations**

CCD: Counseling the Culturally Diverse: Theory and Practice

## Course Outline

## *(Course is subject to adjustment by instructor)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Class Day** | **Readings, Films & Topics****To discuss in Class** | **Assignments[[1]](#footnote-1)** |
| Week 1 | **Tuesday, August 25th** **4 PM – 6:30 PM****WebEx** | Introductions,Requirements, Overview and Expectations | ***Perceptions Exercise I & II****Due Sept 1st by 4PM* ***Syllabus Test*** *Due Sept 1st by 4PM**Readings and Quizzes* *for next week:* *Unit 1-* Chapter 1, *Unit 2 -* Chapter 2 &*Unit 3-* Chapter 3 |
| **Saturday, Black****Board****August 29th** | *Please watch the 1992 Oprah Winfrey Show: on YouTube: Jane Elliott How Can We Not Be Racist? | Sincere Message**https://www.youtube.com/watch?v=z8ZC5JaK0dA* | ***Complete the Jane Elliot questionnaire*** *by Sept 1st 4PM*  |
| Week 2 | **Tuesday, Sept 1st****4 PM – 6:30 PM****WebEx** | Chapter 1: *Obstacles to Cultural Competence: Understanding Resistance to Multicultural Training*Chapter 2: *The Superordinate Nature of Multicultural Counseling and Therapy*Chapter 3: *Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups*Dick Tracy Cartoon Book*Film: RACE: The Power of an Illusion* **Paid Version ($2.99): https://vimeo.com/ondemand/race**Optional Readings: * Bb Articles: Colorblindness Disrespects Diversity
* *Genetic Concepts of Race* and
* *Exploring Genetics Issues Relevant to Minority Communities*
 | ***Syllabus Quiz, Jane Elliott Questionnaire and Perception Exercise*** *Due Today at 4PM**Unit Quizzes due by 11:59PM Today* *Readings and Quizzes* *for next week:* *Unit 4-* Chapter 4, *Unit 5 -* Chapter 5*Unit 6 -* Chapter 6***Assignment: Personal Narrative*** *Due Next Week by 4PM* Please review the list of cultures and people on the syllabus. You will chose one to complete a ***Cultural Case Study Analysis.*** |
| Week 3 | **Tuesday, Sept 8th****4 PM – 6:30 PM** **WebEx** | Chapter 4: *The Political and Social Justice Implications of Counseling and Psychotherapy*Chapter 5: *Impact of Systemic Oppression*Chapter 6: *Microaggressions in Counseling and Psychotherapy* *Film: Color of Fear****Color of Fear* (24 hour rental $12)** <http://www.diversitytrainingfilms.com/films-2/films/> | ***Assignment: Personal Narrative*** *Due Today by 4PM* *Unit Quizzes due by 11:59PM Today* *(You will need your film guide for* ***Color of Fear*** *please print it and have it for class.)**Readings and Quizzes* *for next week:* *Unit 7 -* Chapter 7*Unit 8 -* Chapter 8*Unit 9 -* Chapter 9 |
| **Saturday, Black****Board****Sept 12th**  | *Implicit Bias and Microaggressions: The Macro Impact of Small Acts*https://www.youtube.com/watch?v=Nrw6Bf5weTM | ***Complete the Microaggression Questionnaire*** *by 4PM by Sept 15th*  |
| Week 4 | **Tuesday, Sept 15th****4 PM – 6:30 PM** **WebEx** | Chapter 7: Multicultural Barriers and the Helping Professional: The Individual Interplay of Cultural PerspectivesChapter 8: Communication Style and Its Impact on Counseling and PsychotherapyChapter 9: Multicultural Evidence‐Based Practice (EBP)YouTube: Dr. Kwame McKenzie: Diversity and Mental Health (15:25) How do different cultures approach mental health?<https://www.youtube.com/watch?v=RgeNgYhSsME> | *Unit Quizzes due by 11:59PM Today* *Readings and Quizzes* *for next week:* *Unit 10 -* Chapter 10*Unit 11 -* Chapters 11**Assignments Due** *Today at 4PM***:** **Detail Outline for CCSA & *Microaggression Questionnaire****Unit Quizzes due by 11:59PM Today*  |
| **Saturday, Black****Board****Sept 19th** | *Article:* Cultural Formulation Interview<https://www.psychiatry.org/File%20Library/Psychiatrists/Practice/DSM/APA_DSM5_Cultural-Formulation-Interview.pdf>Two Short Lectures: Are there disorders for which the use of Cultural Formulation Interview is most important? https://www.youtube.com/watch?v=kxovVPxM4dY“What is the clinical utility of the Cultural Formulation Interview?”: <https://www.youtube.com/watch?v=8zviPDgCipc>Demonstration of CFI: “Using the Cultural Formulation Interview” https://www.youtube.com/watch?v=8SjBG9di8ss | **Assignment:** Cultural Formulation Interview Questionnaire *Due Sept 22nd*  |
| Week 5 | **Tuesday, Sept 22nd****4 PM – 6:30 PM** **WebEx** | Chapter 10: Non-Western Indigenous Methods of Healing: Implications for Counseling and TherapyChapters 11: Racial/Cultural Identity Development in People of Color: Therapeutic Implications | *Readings and Quizzes* *for next week:* *Unit 12 -* Chapter 12*Unit 13 -* Chapters 13*Unit Quizzes due by 11:59PM Today*  |
| Week 6 | **Tuesday, Sept 29th****4 PM – 6:30 PM** **WebEx** | Chapter 12: White Racial Identity Development: Therapeutic ImplicationsHow Can I Have a Positive Racial Identity? I'm White! | Ali Michael | TEDxCheltenham<https://www.youtube.com/watch?v=hxXMf5K1W6E>Chapter 13: Culturally Competent Assessment | *Readings and Quizzes* *for next week:* *Unit 14 -* Chapter 14*Unit 15 -* Chapters 15*Unit Quizzes due by 11:59PM Today* |
| Week 7 | **Tuesday, Oct 6th****4 PM – 6:30 PM** **WebEx** | Chapter 14: Counseling African AmericansVideo on YouTube: *A girl like me*<http://www.youtube.com/watch?v=PAOZhuRb_Q8>Chapter 15: Counseling American Indians and Alaska Nativeshttps://i.ytimg.com/vi/BEpf4Gwr3Eg/maxresdefault.jpg | *Readings and Quizzes* *for next week:* *Unit 16 -* Chapter 16*Unit 17 -* Chapters 17*Unit Quizzes due by 11:59PM Today* |
| Week 8 | **Tuesday, Oct 13th****4 PM – 6:30 PM** **WebEx** | Chapter 16: *Counseling Asian Americans and Pacific Islanders**Chapter 17: Counseling Latinos**Film: Black and Latino*<http://www.youtube.com/watch?v=tT7_oQzDYMw> | *Readings and Quizzes* *for next week:* *Unit 18 -* Chapter 18*Unit 19 -* Chapters 19*Unit Quizzes due by 11:59PM Today***Assignment Due: Cultural Field Trip #2 by 4PM today** |
| Week 9 | **Tuesday, Oct 20th****4 PM – 6:30 PM** **WebEx Marnt must contact Registrar.** | Chapter 18: Counseling Individuals of Multiracial DescentChapter 19: Counseling Arab and Muslim Americans***Documentary Film:*** ***Little White Lie*** Case Study/Film: ***Little White Lie – A film about dual identity, race and family secrets*** The Tragic Mulatto Myth: <http://www.ferris.edu/news/jimcrow/mulatto/> | *Readings and Quizzes* *for next week:* *Unit 20 -* Chapter 20*Unit 21 -* Chapters 21*Unit Quizzes due by 11:59PM Today* |
| Week 10 | **Tuesday, Oct 27th****4 PM – 6:30 PM** **WebEx** | Chapter 20: Counseling Jewish AmericansChapter 21: Counseling Immigrants and Refugees Bb: Dwairy Article: Biopsychosocial Council on Foreign Relations Film: Child Marriage Film/Lecture (Child Marriage): <http://www.cfr.org/peace-conflict-and-human-rights/child-marriage/p32096#!/> (Running Time - 7:33) | *Readings and Quizzes* *for next week:* *Unit 22-* Chapter 22*Unit 23 -* Chapters 23*Unit Quizzes due by 11:59PM Today* |
| Week 11 | **Nov 3rd,****4 PM – 6:30 PM** **WebEx** | Chapter 22: Counseling LGBT Individuals Chapter 23: Counseling Older Adult ClientsCase Studies/Films:LGBT effect on Mental Health ft. Emma Wicks || Part 1 <https://www.youtube.com/watch?v=OXPVdPT7LP0>LGBT effect on Mental Health ft. Emma Wicks || Part 2 <https://www.youtube.com/watch?v=54f8Ez1szPM> Treatment of Depression in Older Adults | Evidence-Based Practices<https://www.youtube.com/watch?v=1aGaVws-ntY> | *Readings and Quizzes* *for next week:* *Unit 24 -* Chapter 24*Unit 25 -* Chapters 25*Due today at 4pm* **CCSA Power Point Presentations***Unit Quizzes due by 11:59PM Today* |
| Week 12 | **Nov 10th,****4 PM – 6:30 PM** **WebEx** | Chapter 24: Counseling WomenChapter 25: Counseling and PovertyMental Health and Women<https://www.youtube.com/watch?v=Cnu2l36T3Jk>Bb: Womanist identity and mental health; “Good Wife's Guide,” “For 18 months I was a Guy” | *Readings and Quizzes* *for next week:* *Unit 26 -* Chapter 26*Koenig and Larson Article on Spirituality**Unit Quizzes due by 11:59PM Today* |
| Week 13 | **Nov 17th,****4 PM – 6:30 PM** **WebEx** | Chapters 26: Counseling Persons With DisabilitiesSpirituality and Counseling, Bb: Koenig and Larson ArticleOrgesticulanismus (English subtitles)Frenchman talks about his disability in a creative animation.<https://www.youtube.com/watch?v=Ll-UuN_PWCA&feature=youtu.be> | *Unit Quizzes due by 11:59PM Today* **Assignment Due: Peer Reviews of CCSA Power Point Presentations** |

Students will be evaluated as follows:

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| Participation and disposition (Saturday assignments and other activities) | 150 pts |
| Quizzes (Weekly @ 25 points each) | 350 pts  |
| Personal Narrative | 150 pts |
| Cultural Case Study Analysis PowerPoint | 150 pts |
| 3 Peer Evaluations of CCS Power-Point | 30 pts |
| Cultural field trips (2) | 65/65 pts |
| **Total Points** | **960 pts** |

\*Percentages are approximations.

## Grading

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

|  |  |  |
| --- | --- | --- |
| 90 and above | 859.2-960 pts | A |
| 80 - 89 | 764.8-859.1 pts | B |
| 70 - 79 | 667.2-764.7 pts | C |
| 69 and below | 0-667.1 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 BIBLIOGRAPHY includes, but is not limited to, the following (See BlackBoard Course Documents for more multicultural and gender issues research and literature):**

Gollnick, D. M.,& Chinn, P. C. (2009). Multicultural Education in a Pluralistic Society (8th

Ed.). Upper Saddle River, NJ: Merrill.

Koenig, H. L. (2012). Religious versus Conventional Psychotherapy for Major Depression in Patients with Chronic Medical

Illness: Rationale, Methods, and Preliminary Results*. Depression Research and Treatment.* Retrieved from

<http://www.hindawi.com/journals/drt/2012/460419/>

Kress, V. E. W., Eriksen, K. P., Rayle, A. D. & Ford, S. J. W. (2005). The DSM-IV-TR and Culture: Considerations for

Counselors. *Journal of Counseling & Development, 83.*

Ridley, C.R. (2005). *Overcoming unintentional racism in counseling and therapy: A*

*practitioner’s guide to intentional intervention* (2nd ed.). Thousand Oaks, CA: Sage.

Robinson, T.L., & Howard-Hamilton, M.F. (2000). *The convergence of race, ethnicity, and*

*gender: Multiple identities in counseling*. Upper Saddle River, NJ: Merrill.

Sue, D. W. & Sue, D. (2008)*. Counseling the culturally diverse: Theory and practice.* (5th ed.).

NY: John Wiley & Sons

Vontress, C. E., Johnson, J. A., & Epp, L. R. (1999). *Cross-cultural counseling: A casebook*.

Alexandria, VA: American Counseling Association.

**Blackboard Access Instructions**

**Effective Spring 2007**

Your Blackboard username and password will be the same as your NCCU e-mail account login.

To look up your username and password:

- Go to <http://mail.nccu.edu>

- Scroll down to PASSWORD MANAGEMENT

- Select 'Click here for PASSWORD MANAGEMENT'

- Select 'Lookup Account'

- 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.

\*(If you have registered recently, your account may not yet have been activated. Accounts will be available approximately 24 hours after you are REGISTERED COMPLETELY and have NO HOLDS on your account. You may also confirm the creation of your email account within Banner by clicking the Email addresses link under personal information. If you are a registered student and still cannot find your account information please call the ITS Technical Support at 919.530.7676 for further assistance.)

**ASSIGNMENT: PERSONAL NARRATIVE**

Answer each of the following questions thoroughly. Do not attempt to evaluate (except for section V & VI), second-guess, or censor your responses as you write them. 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 here 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. **Background**

a) Describe yourself in terms of basic demographics, e.g., age, gender, birth order, etc.

b) Where were you born?

c) How many people are in your family?

d) What was your relationship like with people in your family in particular your immediate family?

e) What was the occupation of your mother when you were a child? Your father’s occupation? (or care giver)

f) How would you describe your family’s social class?

g) Where did you go to school? What did you like best about school? Like least?

h) What was your undergraduate major? What was the most important thing you learned as an undergraduate? (20 points)

II. **Group Awareness**

* 1. Describe your earliest recollection of learning your gender and your race.
	2. When do you recall learning that you were male or female? How did you learn this?
	3. When do you remember learning what your sexual orientation is and how did you learn this?
	4. When did you learn to what “race” you belong? Who told you and in what context?
	5. When did you find out what religion your family practiced or didn’t practice? How did your family feel about people who had a different religion? Did you have similar feelings?
	6. How often did your family talk about your ethnic heritage and in what context? (20 points)

III. **Social Awareness**

* 1. Describe your earliest recollections of learning that people are “different.” (Different does not only refer to “race,” but to also to gender, ability, age, religion, sexual orientation, etc.) Who pointed out those differences to you and how did they characterize those differences?
	2. When do you first remember hearing about and learning about “prejudice” and “discrimination”? How do you recall feeling at that time?
	3. There are various “-isms”\* including ethnocentrism, sexism, colorism, racism, homonegativity, class elitism, ableism, religious bigotry, etc. Choose three of these –isms to discuss as they relate to you. If you do not believe you have experienced –isms discuss how you have seen others affected by them. How do these –isms affect you or another individual?
	4. Are there any areas as it relates to prejudice and discrimination that you need to work on? If so what are they? How might you address them? (20 points)

\*Robinson, T. R. (1999). The Intersections of Dominant Discourses Across Race, Gender, and Other Identities, *Journal of Counseling and Development, 77*(1), 73-79

IV. **Encounter**

* 1. How much racial and/or ethnic diversity did you have in your hometown?
	2. What was the general perception about, African Americans, Asians, European Americans, Native Americans, Latinos/Hispanics and international people/Immigrants in your hometown? Did your immediate family share these views?
	3. How were gay, lesbian and/or bisexual persons perceived?
	4. How were the elderly and people with disabilities viewed in your family?
	5. When (if this is applicable) did your perceptions of any of these groups change?
	6. Briefly discuss any situation that reflected how any of these situations affected you.

(20 points)

V. **Present Views and Cultural Identities (YOU MUST USE YOUR TEXTBOOK FOR THIS SECTION. USE IN-TEXT REFERENCES & THE APPROPROPRIATE REFERENCES IN THE REFERENCE SECTION.)**

a) Describe ***any significant*** relationship you have with an individual outside of your own race. What types of relationships have you had with individuals from different racial and/or ethnic groups? What has been most rewarding about these relationships? Least rewarding?

b) What has been the major source of information, which has shaped your perceptions of ethnic minority group members? Which ethnic and/or racial group do you know the least about?

c) Using chapter 5 (Cultural Identity Development) found in the course documents section of Bb (pp. 93-113), ***assess what your* (CACREP Sec 2. F. 2. g. & b.)*:***

i) racial identity,

ii) gender identity

iii) sexual identity

iv) spiritual identity

**This should be a *detailed* “analysis” of your identity with support from life experiences. (What stages or phases are you current in now and why?)** (20 points)

VI. **Cultural Competence USE IN-TEXT REFERENCES & THE APPROPROPRIATE REFERENCES IN THE REFERENCE SECTION.)**

Using the information within your text, discuss what a culturally competent counselor and evaluate your current level of cultural competence. Using the three competencies—Counselor Student Awareness of own cultural values and biases, Awareness of Client’s Worldview, and Cultural Appropriate Intervention Strategies—evaluate your ***current*** level of competence in each area. Using a 4-point Likert Scale rate your level of competence. (1- not competent at all; 2- not very competent; 3-competent; 4- very competent.) Be sure to give justification as to why you rated yourself the way that you did. In your justification and discussion discuss the various elements comprised in each area of competence. **(CACREP Sec 2. F. 2. c.) You must demonstrate that you understand these** multicultural counseling competencies. (20 points)

VII. **Summary**- Briefly discuss what you hope to learn in this class and how you think that this class will affect you as a counselor. (15 Points)

VIII. References Used (APA Format) and grammar usage (15 points)

1. You will have other reading assignments on BlackBoard. [↑](#footnote-ref-1)