



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 – OL1
Multicultural and Gender Issues in Counseling
Spring 2026
3 Credit Hours

Instructor: Regina Gavin Williams, PhD, NCC, LCMHC, QS
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Phone: 919.530.7553
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Office Hours: Monday (virtual) 10 AM – 2PM
Tuesday (on-campus) 10 AM – 1PM
Wednesday (virtual) 10AM – 1PM

Zoom Meeting Information:

<https://ncu-edu.zoom.us/j/3048031785?pwd=ZURkTzZxZVcwYi9ZQnQxKzZ6Y3h5UT09>

Meeting ID: 304 803 1785

Passcode: NCCU2021

* If you are scheduling a time to meet with me during office hours please email in advance. Or if you want to schedule a Zoom 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: Online

Class location: Online via Canvas

Course Internet site:

Required Texts

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

American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7th ed). Washington, DC: American Psychological Association.

Other Text, Readings and Resources

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

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

Canvas

You will be required to log on to the Canvas system in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). Your Canvas username and password will be the same as your NCCU e-mail account login. If you have questions about your Canvas account, please call Canvas 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 Canvas group discussions as well as 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 (2024) are addressed in the Multicultural and Gender Issues in Counseling Course:

Section 3: Foundational Counseling Curriculum

B. Social and Cultural Identities and Experiences

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

G. Assessment and Diagnostic Processes

7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes.

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 3. B.2.); (Key Performance Indicator, Social and Cultural Identities and Experiences, skill) * | Readings, Videos, Discussion boards, Research | DREAMS final project*, MCCCNE 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 3. B.1.) (Key Performance Indicator, Social and Cultural Identities and Experiences, skill) * | Readings, Films/Case Studies, Classroom discussions, Cultural event/interview | DREAMS final project*, MCCCNE current event PowerPoint*, peer discussion responses, quizzes |
| Identify, assess and utilize the multicultural social justice counseling competencies in working with individuals with diverse cultural identities. (CACREP Sec 3. B. 10) (Key Performance Indicator, Social and Cultural Identities and Experiences, knowledge, skill) * | Readings, Films/Case Studies, Classroom discussions, Cultural event/interview | DREAMS final project*, MCCCNE 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 3. B.2.) (Key Performance Indicator, Social and Cultural Identities and Experiences, skill) * | Readings, Films/Case Studies, Classroom discussions, Cultural event/interview | DREAMS final project*, MCCCNE current event PowerPoint*, quizzes, journals |
| Identify and report the effects of power and privilege for counselors and clients (CACREP Sec 3. B.5.); (Key Performance Indicator, Social and Cultural Identities and Experiences, knowledge) * | Readings, Films/Case Studies, Discussion boards, Research | DREAMS final project, MCCCNE current event PowerPoint, peer discussion responses, quizzes, journals |
| Identify and report help-seeking behaviors of diverse clients (CACREP Sec 3. B.3.) (Key Performance Indicator, Social and Cultural Identities and Experiences, knowledge) * | Readings, Films/Case Studies, Discussions boards | DREAMS final project*, MCCCNE current event PowerPoint*, peer discussion responses, quizzes, journals |
| Identify principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship (CACREP Sec 3. B.8.) (Key Performance Indicator, Social and Cultural Identities and Experiences, knowledge) * | Readings, case studies, discussion boards, research | Peer discussion responses, quizzes, DREAMS final project* |
| Identify and report the impact of spiritual beliefs on clients' and counselors' worldviews (CACREP Sec 3. B.11.) (Key Performance Indicator, Social and Cultural Identities and Experiences, knowledge, skill) * | Readings, Films/Case Studies, Discussion boards | Peer discussion responses, quizzes, journals |
| Identify the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally. (CACREP Sec. 3. B.4) (Key Performance Indicator, Social and Cultural Identities and Experiences, knowledge) * | Readings, Discussion boards, Research | MCCCNE current event PowerPoint*, peer discussion responses |
| Research, identify and report strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP Sec 3. B.9.) (Key Performance Indicator, Social and Cultural Identities and Experiences, skill) * | Readings, Films/Case Studies, Discussion boards, Research | DREAMS final project*, MCCCNE current event PowerPoint*, peer discussion responses, quizzes |
| Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP Sec G.7.) | Readings, Films/Case Studies, Discussion boards, Research | Peer discussion, DREAMS final project* |

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

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.

NCCU Class Attendance Regulation

Students who do not attend classes during the first two (2) weeks of class will be dropped due to non-attendance. Students must attend at least one day to confirm attendance in the course. Students who do not attend before the census date will be dropped. After the census date (the 10th day of class), any student who misses the equivalent of two (2) weeks of class meetings or 13.3% of total instructional time prior to the

determined drop date for the university (as noted in the Academic Calendar) will receive an automatic grade of WA (withdrawal due to lack of attendance) at the point of the withdrawal date. This will be the final grade for the grading period. This grade will automatically be entered by the faculty member teaching the course. For more information, please visit: <https://www.nccu.edu/policies/retrieve/41>

Dispositions and Participation

As a part of your attendance and participation evaluation, students are also graded regarding the following criteria:

- 1) Demonstration of attitudes, behaviors, and dispositions consistent with appropriate responses to critical feedback from the instructor, appropriate interactions and relationships with other students, and adherence to the ACA Code of Ethics.
 - 2) Demonstration of dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery
 - 3) Demonstration of effective leadership skills;
 - 4) Active engagement in class activities and participate as a group member; and
 - 5) Contributions to class discussion displaying critical and creative thinking skills.
- (**See the most recent version of the ACA code of ethics and the NCCU Counseling Student Handbook for more on Expected Student Dispositions and Behaviors.)

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. Your participation grade is based on your participation in all class discussions (discussion boards) and activities. This includes regularly reading what others are writing and contributing to the discussion. Contributing to a discussion is not just about responding to a discussion board prompt from the instructor. It is about communicating with your classmates and personalizing the course as much as possible. Connect (virtually) with your classmates.

If you miss any discussion boards and/or assigned assessments, then you will receive fewer participation points for this element, perhaps as many as **ten points** for each discussion board or missed assessment. When responding to discussion boards, you must respond to the weekly prompt and provide responses to **at least two colleagues** by the **Monday at 11:59pm deadline**. Please note that your discussion board entries must be made during their assigned weeks (not late or "after the fact") – and assessments must be taken when assigned.

Overall, you will receive a final grade based on the number of points you obtain during the semester. If you fail to complete any UNIT folder by its deadline, you will receive zero points for that UNIT's work. No make-up is provided. UNIT folders are not made available again after the deadline for the UNIT expires.

Guidelines for Class Netiquette, 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 course.

- 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 participating in these discussions. It is important that there be respectful and conscientious dialogue generated from this course.

Assignment Policy

All assignments and exams must be completed and uploaded to Canvas 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 11:59PM 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 7th 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).

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

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, 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 specified 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=qoCdhJs6Bw>

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 Canvas in designated location, unless otherwise noted.

| | Assignment | Points | Due Date | Submission |
|----------|--|---------------|-----------------|-------------------|
| 1 | ‘Being Present’ Discussion Board, participation, response to worldviews, and attendance (10 points/14 weeks) | 140 | Weekly | Canvas |
| 2 | Worldview Sharing | 100 | Assigned | Canvas |
| 3 | Weekly Quizzes | 120 | Weekly | Canvas |
| 4 | Journal 1 | 100 | 2/2 | Canvas |
| 6 | DREAM Project Outline | 100 | 2/16 | Canvas |
| | Journal 2 | 100 | 2/23 | Canvas |
| 5 | MCCCNE | 100 | 3/2 | Canvas |
| | Journal 3 | 100 | 3/30 | Canvas |
| 6 | DREAM Digital Stories | 250 | 4/20 | Canvas |
| 7 | Final Exam | 120 | 4/27 | Canvas |

Total: 1230

1. Being Present Discussion Board Participation/ Response to Worldviews (140 points)

Your participation grade is based on your participation in all class discussions (discussion boards) and activities. This includes regularly reading what others are writing and contributing to the discussion. There are 140 total points available for participation. I am able to generate a report regarding which discussion boards to which you contribute. If you miss any discussion boards, then you will receive fewer participation points for this element (perhaps as many as ten points for each discussion board). Please note that your discussion board entries must be made during their assigned weeks and can be **written (min. 150 words)** or it can be a **video** response. If providing a video response, please keep video responses at **no more than 2 min. in length**. Your **initial** discussion responses to the weekly prompt must be provide by **Thursday at 11:59pm** during the week it is due. You must then provide responses to at least two colleagues by the **Monday at 11:59pm deadline**.

2. 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 her worldviews as a model from which to structure your informal presentations (during week 2). You will be assigned a date to present your worldview (2 students/week; 5 minutes) via a video post or voice recording to the Canvas discussion board. Submit your video post or voice recording to the Worldview Discussion Forum and turn in an electronic Microsoft document copy of your worldview via Canvas course assignments on your assigned presentation date by 11:59pm. Everyone will be required to **kindly** respond to each of your colleague’s worldview videos/recordings (e.g., what resonated with you, words of encouragement/support, similarities/alignments with your worldview, etc.) by the end of the week (Mondays at 11:59pm). Responding to colleague’s worldviews is counted towards your participation grade. See ‘Course Information’ tab on Canvas for the worldview sharing presentation schedule.

3. Quizzes (120 points) & 7. Final Exam (120 points)

Weekly quizzes will be given throughout the semester. There will be a course readiness quiz to begin the semester, followed by 12 quizzes (multiple choice and true/false questions), with one given per week. The quizzes will cover material in the weekly assigned readings, as well as videos and instructor discussion for that particular week. No make-up quizzes will be given. A Final Exam will also be given during week 15 (final week) of this course. The exam will consist of questions (multiple choice and true/false) based on the information learned throughout the course, as well as information derived directly from the AATBS study materials. ****An AATBS study guide (PDF version) will be provided to you with diversity and cultural foundations-related counseling information.**

4. My Truth Connecting Journal (3 total journal entries; 250-300 words or 1-2-min. max video; 100 points)

There is usually not enough time for each student to share their ideas and views on the topics of discussion during each week. Also, once students have time to process information from weekly course information 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. The journaling process serves the purpose of helping you to personally relate to and connect with assigned readings and our course experiences openly, honestly, and sincerely to enhance your self- and other- understanding. You are required to write or video journal three journal entries to submitted via Canvas on the designated dates (2/3, 2/24, & 3/31). Each journal entry must be between 250-300 words, or if you opt to video journal, each video entry should be no more than 1-2 min max.

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?

cause 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?

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

*Key Performance Indicator Assignment

The MCCCNE is one of our CACREP Social and Cultural Identities and Experiences Key Performance Indicators. Within this assignment you must demonstrate knowledge of theories and models of multicultural counseling including Multicultural and Social Justice Counseling Competencies. (K) Read the Sue et al (2022) Chapter 2: Multicultural Counseling and Therapy (MCT), & [Multicultural and Social Justice Counseling Competencies \(MSJCC\) – Practical Applications in Counseling](#) article and incorporate it into your responses. Your use of these and other sources should be evident in APA 7th edition formatted in-text citations and reference section.

We are constantly exposed to current news events through different forms of media. Given the volume and types of the current news events we encounter, many of the messages conveyed are not consciously examined for meaning, influence, or multicultural counseling considerations. This assignment provides the opportunity to intentionally deconstruct, examine, and interpret the explicit and implicit cultural messages conveyed by various media sources about current news events, as they relate to multicultural counseling.

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

- 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: (Reminder utilize the Sue et al (2022) Chapter 2: Multicultural Counseling and Therapy (MCT), & [Multicultural and Social Justice Counseling Competencies \(MSJCC\) – Practical Applications in Counseling](#) article and incorporate it into your responses. You may use other scholar literature as well. Use up-to-date APA formatted in-text citations.
 - 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?

6. Project: Documentary Relating Experiences About Multiculturalism (DREAM): Digital Storytelling (250 points) *Key Performance Indicator Assignment

The purpose of the DREAM digital storytelling assignment is to expand your knowledge of other cultures (Cultural Competence #2: Knowledge) and explore your attitudes, beliefs, understandings, and acculturative experiences. Additionally, this assignment is meant to foster your understanding of self and culturally diverse people/clients. The DREAM Assignment is one of our CACREP Social and Cultural Identities and Experiences Key Performance Indicators. Within this assignment you must demonstrate use of culturally appropriate practices, skills and interventions including Multicultural and Social Justice Counseling Competencies. (S)

Create a video or audio documentary that illustrates the cultural experience and identity of representatives from your selected cultural group. Your selected cultural group for this project must be approved by the instructor prior to completing this assignment. The documentary needs to be 10-15 minutes in length. Please attend a cultural event or webinar to learn more about your assigned cultural group and related social and cultural issues that may affect members of the cultural group. You will also conduct an interview(s) with an individual/individuals from your selected 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. Additionally, an important aspect of counseling is providing cultural appropriate practices, skills, and interventions including Multicultural and Social Justice Counseling Competencies. Examples of digital stories and a grading rubric will be posted on Canvas. Please upload your documentary to the Canvas assignment link for submission.

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

Digital Story Interview Questions

Be sure to state that the interviews are part of a class project and will only be seen/heard by the course instructor and class. DO NOT INCLUDE NAMES. Please also use the informed consent form posted on Canvas.

- 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 do 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?

6. DREAM Project Outline (For project 5) (100 points)

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

8. Extra Credit Opportunity (5 points): Addressing Career Counseling and Employment Needs: Prioritizing the Physical, Mental, and Economic Health and Well-Being of People Living with HIV: Part IV- Virtual Workshop, Friday, March 27th, 9am-1pm EST. Presented by the NCCU Career Counseling Program and National Working Positive Coalition

This virtual event will bring together professionals and students across the United States interested in career development, vocational rehabilitation, mental health and other counseling practices regarding employment needs of people living with HIV. Participants will also have an opportunity to network and learn about strengthening counseling responses. Presenters and panelists will include the NCCU Career Counseling Program, researchers, service providers, people living with HIV and other advocates for this focus on counseling at the intersection of HIV and employment needs. You will receive 5 points added to your grade if you attend this virtual event. You must also submit a brief reflection about each of the sessions utilizing the following prompts: *What have you learned? What was most interesting? How has this workshop helped form your new way of thinking about career development, vocational rehabilitation, mental health and other counseling practices regarding employment needs of people living with HIV?* This writing prompt must be submitted via Canvas by **Tuesday, March 31st at 11:59pm**. The link to register is: bit.ly/hivworkandwellness4

| Class | Date | Topic | Reading (Sue et al., 2022) Articles(Canvas) | Assignment(s) Due |
|-------|-----------|---|---|--|
| 1 | 1/12-1/19 | Syllabus Multicultural Competency Gender Terminology | Chapter 1 Articles* | Syllabus and syllabus video Course readiness quiz Introductions Discussion Board (Due 1/19) |
| 2 | 1/20-1/26 | <i>Part 1: The Affective, Conceptual and Practice Dimensions of Multicultural Counseling and Therapy</i> Understanding Resistance to Multicultural Training: Obstacles to Developing Cultural Competence Multicultural Counseling and Therapy (MCT) Cultural Perspectives and Barriers: The Individual Interplay of Cultural Experiences ***Optional Class Virtual Check-in on Wednesday, 1/21 at 12pm EST via Zoom Meeting | Chapters 1, 2 & 3 Videos* | Week 2 Discussion Board Week 2 Quiz (Due 1/26) |
| 3 | 1/27-2/2 | <i>Part 2: Sociopolitical and Social Justice Dimensions of Multicultural Counseling and Therapy</i> Microaggressions: Implications for Counseling and Psychotherapy Sociohistorical Privilege and Oppression: Implications for Counseling and Psychotherapy | Chapters 4 & 5 Videos* | Week 3 Discussion Board Week 3 Quiz (Due by 2/2) Journal 1 (Due by 2/2) |
| 4 | 2/3-2/9 | <i>Part 3: Racial, Ethnic, Cultural (REC) Attitudes in Multicultural Counseling and Therapy</i> Racial, Ethnic, Cultural (REC) Identity Attitudes in People of Color: Counseling Implications White Racial Consciousness: Implications for Counseling and Psychotherapy | Chapters 6, 7, 8 Articles* | Week 4 Discussion Board Week 4 Quiz (Due by 2/9) |

| | | | | |
|----|-----------|--|-------------------------------|--|
| | | Multicultural Counseling Competence and Cultural Humility for People of Color Counselors and Therapists | | |
| 5 | 2/10-2/16 | Part 4: Western and Non-Western Perspectives in Counseling and Therapy Multicultural Evidence-Based Practice Indigenous and Cultural Methods of Healing among People of Color: Implications for Multicultural Counseling and Therapy (MCT) | Chapters 9 & 10 Videos* | Week 5 Discussion Board Week 5 Quiz DREAM Project Outline (Due 2/16) |
| 6 | 2/17-2/23 | Part 5: Assessment, Diagnosis, and Treatment Issues in Multicultural Counseling and Therapy Culturally Competent Assessment Part 6: Counseling and Therapy with Racial/Ethnic Group Population Multicultural Counseling Contexts: African Americans | Chapter 11 & 12 Articles* | Week 6 Discussion Board & Week 6 Quiz (Due 2/23) Journal 2 (Due by 2/23) |
| 7 | 2/24-3/2 | Multicultural Counseling Contexts: American Indians/Native Americans and Alaskan Natives Counseling Asian Americans and Pacific Islanders | Chapters 13 & 14 Articles* | Week 7 Discussion Board & Week 7 Quiz (Due by 3/2) MCCCNE (Due by 3/2) |
| 8 | 3/3-3/9 | Multicultural Counseling Contexts: Counseling Latinx Populations Multicultural Counseling Contexts: Multiracial Americans ***Optional Class Virtual Check-in on Wednesday, 3/4 at 12:00pm via Zoom Meeting | Chapters 15 & 16 Articles* | Week 8 Discussion Board & Week 8 Quiz (Due 3/9) |
| 9 | 3/10-3/16 | Spring Break No readings | | |
| 10 | 3/17-3/23 | Multicultural Counseling Contexts: Arab Americans Part 7: Counseling and Therapy with Other Multicultural Populations Multicultural Counseling Contexts: Marginalized Religious Communities | Chapters 17 & 18 Articles* | Week 10 Discussion Board & Week 10 Quiz (Due 3/23) |

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|----|-----------|--|-------------------------------|--|
| 11 | 3/24-3/30 | Multicultural Counseling Contexts: Women & Men Gender Issues | Chapter 22 Articles* | Week 11 Discussion Board Week 11 Quiz (Due by 3/30) Journal 3 (Due 3/30) |
| 12 | 3/31-4/6 | Multicultural Counseling Contexts: Immigrants and Refugees Multicultural Counseling Contexts: LGBTQ Communities | Chapters 19 & 20 Articles* | Week 12 Discussion Board Week 12 Quiz (Due 4/6) Extra credit reflection (Due 3/31) |
| 13 | 4/7-4/13 | Multicultural Counseling Contexts: Older Adults Multicultural Counseling Contexts: Individuals Living in Poverty | Chapters 21 & 23 Articles* | Week 13 Discussion Board Week 13 Quiz (Due by 4/13) |
| 14 | 4/14-4/20 | Multicultural Counseling Contexts: Individuals with Disabilities Counseling Military Clients | Chapters 24 Articles* | Week 14 Discussion Board Week 14 Quiz Due by 4/20 DREAM Project Presentation (Due by 4/20) |
| 15 | 4/21-4/27 | Share Presentations on Canvas Final Exam Culturally Competent Social Justice Counselor ***Optional Class Virtual Check-in on Wednesday, 4/22 at 12:00pm EST via Zoom Meeting | | Week 15 Discussion Board Final Exam (Due by 4/27) |

*All articles are posted on Canvas on associated class date

Evaluation

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

| | | |
|--------------|---------------|----------|
| 90 and above | 1107-1230 pts | A |
| 80 - 89 | 984-1108 pts | B |
| 70 - 79 | 861-983 pts | C |
| 69 and below | 0-860 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.