Multicultural Counseling
COUN 6052
Fall Semester
Three Credit Hours

Contact Information

Instructor: Samantha Airhart-Larraga, Ph.D., LPC-S (Texas), LCDC (Texas), NCC
Email Address: larraga@ulm.edu
Office Hours: by appointment
Preferred mode of communication with instructor: email

Please Note: All students are asked to use university provided e-mail accounts when emailing their professor. Students' personal e-mail accounts should not be used in this case as University Policy must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).

Course Description

The purpose of this course is to help students gain an understanding of multicultural and social/sociocultural considerations in order to develop the knowledge and skills needed to provide counseling services to special populations. Students will also examine personal aspects of their culture and how these influence their worldviews, beliefs, and biases. This course focuses on culture identity development, social justice/advocacy, spirituality, counseling multicultural populations, and applying counseling theory to multicultural frameworks. Understanding multicultural counseling can assist students in gaining the perspective, techniques, and skills to be able to effectively assist individuals from various cultures and backgrounds. Within this course, students will engage in online lecture-based instruction and experiential activities that emphasizes practical application of the skills learned. Multicultural, ethical, and professional considerations will also be explored within this course. Students will also become familiar with the multicultural standards and counseling considerations in the *ACA Code of Ethics*.

Prerequisites

There are no prerequisites/corequisites for this course.

Course Objectives

Objectives	**CACREP Standards**
This course is designed to enable the student to:	
1. Identify multicultural and pluralistic trends; characteristics, attitudes, beliefs, and experiences of (and among) diverse groups.	
2. Write about cultural self-awareness and an understanding of the historical, political, and institutional influences on the oppression of diverse populations.	
3. Identify public policies that affect the quality and accessibility of mental health services and enable effective advocacy for and treatment of diverse populations.	
4. Learn about diverse populations and how counseling can best be suited to address the needs of said diverse population. Students will examine counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination toward diverse people.	
Students will learn the following CACREP standards:	
	Core 2.F.
advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	1.e
multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	2.a
theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	2.b
multicultural counseling competencies	2.c
the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	2.d
the effects of power and privilege for counselors and clients	2.e
help-seeking behaviors of diverse clients	2.f
the impact of spiritual beliefs on clients' and counselors' worldviews	2.g
strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	2.h
ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	3.i
	CMHC 5.C.
cultural factors relevant to clinical mental health counseling	2.j

Course Topics

- Topics covered in this course include:
    - Intro to multicultural counseling
    - Counseling multicultural populations
    - Social advocacy
    - Legal and ethical issues
    - Cultural identity development
    - Developing multicultural competence
    - Race, gender, sexuality, and spirituality
    - Classism
    - Racism
    - Disability, Ageism, and Ableism
    - Diagnosis and conceptualization
    - Social justice counseling

Instructional Methods and Activities

Discussion Board Posts

Due: Weekly

- Initial posts are due Sundays by 11:59 p.m. (no late posts accepted)
- Two responses to others are due Tuesdays by 11:59 p.m.
- Initial posts should be at least 1 paragraph, no more than two and should have a proper in-text citation and reference. The two required responses should be at least 1 paragraph.
- See rubric for specific grading for each discussion board.

Total points: 10 points each x 13 = 130 possible points

There will be nine discussion board posts throughout the semester. Discussion Board topics will be posted in each thread. *Rubric for the assignment posted on Moodle.*

Learning Objective 1; CACREP Standards 2.F.2.a.; 5.C.2.j

Cultural Self-Assessment

Total Possible Points: 20 points

To increase students' cultural self-awareness, they will complete a cultural self-assessment based on Hays's (2016) ADDRESSING model. The cultural self-assessment is posted on Moodle. Using a word document, respond to each section as fully as possible. Label each section in bold and then write out your response. Include a cover page on your assignment. The assignment does not have to be double-spaced. You will be graded on the thoroughness of your response not on the response itself. This assignment is to help increase self-awareness and foster growth as a future counselor. It is also the foundation of your intersectionality paper. Assignment must be submitted in word format. *Rubric for the assignment posted on Moodle.*

Learning Objective 2; CACREP Standards 2.F.2.b.; 2.F.2.d.; 2.F.2.g.; 2.F.3.i.

Intersectionality Paper
Total Possible Points: 30 points
To increase students' cultural self-awareness, they will complete an essay wherein they describe themselves from an intersectional perspective. The responses generated for the Cultural Self-Assessment assignment should prove a helpful starting place. Things students should comment on:

1. What advantages/privileges have you experienced relevant to your cultural influences?
2. What disadvantages/obstacles have you experienced relevant to your cultural influences?
3. Are there cultural influences for which the impact of your dominant/minority status is affected by your status in a different category of cultural influence?
4. Where do you think your growth edges are regarding knowledge of and/or attitudes toward individuals who are culturally similar to you?
5. Where do you think your growth edges are regarding knowledge of and/or attitudes toward individuals who are culturally different from you?

The paper should be three to five double-spaced pages in length (12-point font with 1-inch margins) and conform to the grammatical and style guidelines in the seventh edition of the APA Publication Manual. Must include a cover page (not counted in the required page numbers). Assignment must be submitted in word format. *Rubric for the assignment posted on Moodle.*

Learning Objectives 2 & 3
CACREP Standards 2.F.1.e.; 2.F.2.b.; 2.F.2.d.; 2.F.2.g.; 2.F.3.i.

Multicultural Counseling Research Presentation
Total Possible Points: 70 points

To increase students' knowledge of multicultural and pluralistic characteristics within and among diverse groups, each student will develop a multi-media presentation regarding a particular cultural group (which they do not currently identify with). The presentation should be approximately 20 minutes in length. You will need ten sources for this presentation (other than your book); 6 must be peer-reviewed and within the last 10 years (2011 to 2021). A word document with references must be submitted along with the presentation. *Rubric for the assignment posted on Moodle.*

To facilitate maximum growth, the group about which you do the presentation should be significantly culturally different from you. Your presentation should be designed to address the following topics (but are not limited to):

1. Description of the cultural group
    a. Why you chose to do your assignment on this cultural group
    b. How they are culturally different from you
2. Characteristics and strengths of the cultural group
3. Specific challenges of the cultural group
    a. Barriers

    b. Prejudices
    c. Oppression
    d. Discrimination
4. Significant historical events related to the cultural group
5. Implications for mental health counseling, assessment, and/or career counseling
    a. The effects of power and privilege in counseling this cultural group
    b. Help seeking behaviors of this cultural group
    c. The impact of spiritual beliefs on the cultural group's worldview
    d. Communication style of the cultural group (e.g., eye contact, etc).
6. Theories / models of multicultural counseling that would help you work with this cultural group
7. Strategies for elimination of barriers, prejudices, and process of intentional and unintentional oppression and discrimination of this cultural group
8. Relevant governmental policies/legislation and opportunities for advocacy for the cultural group
9. Resources for members of this cultural group

Learning Objective 4; CACREP Standards 2.F.2.a.; 2.F.2.b.; 2.F.2.c.; 2.F.2.d.; 2.F.2.e.; 2.F.2.f.; 2.F.2.g; 2.F.2.h.; 5.C.2.j.

Evaluation and Grade Assignment

A total of 250 points are available for this course:

130	Discussion Board
20	Cultural Self-Assessment
30	Intersectionality Paper
70	Multicultural Research Presentation
250	Total Points

Grades will be assigned as follows:

A = 225 to 250 points
B = 200-224.975 points
C = 175-199.975 points
D = 150 to 174.975 points
F = 0 to 149.975 points

Required Textbooks

Hays, P. A. (2016). *Addressing cultural complexities in practice: Assessment, Diagnosis, andTherapy.* (3rd ed.). Washington, D.C.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Required Articles:

Peters, H. J., Schwenk, H. N., Ahlstrom, Z. R., & McIalwain, L. N. (2017). Microaggressions: The experience of individuals with mental illness. *Counselling Psychology Quarterly*, *30*(1), 86–112. https://doi-org.tamuct.idm.oclc.org/10.1080/09515070.2016.1164666

Rosen, D. C., Nakash, O., Kwong, A., & Branstetter, H. (2017). Culturally responsive assessment and diagnosis in the mental health intake. *The Behavior Therapist*, *40*(3), 93–98.

Substance Abuse and Mental Health Services Administration. (2015, November). *Treatment improvement protocol (TIP) series, no. 59: Improving cultural competence*. U.S. Department of Health and Human Services. https://store.samhsa.gov/product/TIP-59-Improving-Cultural-Competence/SMA15-4849?referer=from_search_result

Other Required

American Counseling Association, Multicultural and Social Justice Counseling Competencies: https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=8573422c_22

Recommended Textbooks

None

Date	Topics for the Week	Activities
Week 1 8/16	Chapter 1: The New Reality – Diversity and Complexity ACA Multicultural and Social Justice Counseling Competencies	Discussion Board 1
Week 2 8/23	Chapter 2: Essential Therapist Knowledge and Qualities	Discussion Board 2
Week 3 8/30	Chapter 3: Doing Your Own Cultural Self-Assessment	**Cultural Self-Assessment**
Week 4 9/6	Chapter 4: Let's Talk – Finding the Right Words	Discussion Board 3
Week 5 9/13	Microaggressions: The experience of individuals with mental illness (Peters et al., 2017)	Discussion Board 4
Week 6 9/20	Chapter 5: Understanding Clients' Identities and Contexts	Discussion Board 5
Week 7 9/27	Chapter 6: Creating a Positive Therapeutic Alliance	**Intersectionality Paper**
Week 8 10/4	Chapter 7: Conducting a Culturally Responsive Assessment	Discussion Board 6
Week 9 10/11	Chapter 8: Using Standardized Tests in a Culturally Responsive Way	Discussion Board 7
Week 10 10/18	TIP 59: Improving Cultural Competence (Chapter 3)	Discussion Board 8
Week 11 10/25	Chapter 9: Making a Culturally Responsive Diagnosis	Discussion Board 9
Week 12 11/1	Culturally Responsive Assessment & Diagnosis (Rosen et al., 2017)	Discussion Board 10
Week 13 11/8	Chapter 10: Culturally Responsive Therapy: An Integrative Approach	Discussion Board 11
Week 14 11/15	Chapter 11: Indigenous, Traditional, and Other Diverse Interventions	Discussion Board 12
Week 15 11/22	Chapter 12: Putting It All Together	**Multicultural Counseling Research Presentation**
Week 16 11/29	Chapter 13: Looking to the Future	Discussion Board 13

Syllabus content and schedule subject to change

Other Policies and Procedures

Attenance Policy : This is an online class so Moodle assignments are required weekly and students are required to check their ULM e-mails daily.

Make-up Policy: There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (http://bit.ly/1LbMV0c)

Academic Integrity: Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.

Course Evaluation Policy: At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.

Student Services: Information about ULM student services, such as Student Success Center (www.ulm.edu/studentsuccess/), Counseling Center (www.ulm.edu/counselingcenter/), Special Needs (www.ulm.edu/counselingcenter/special.htm), and Student Health Services, is available at the following Student Services website www.ulm.edu/studentaffairs/.

Emergency Procedures: (N/A for online courses.)

Discipline/Course Specific Policies: Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

Grading and Emailing: Instructor will have assignments graded within 7 days after the due date has passed. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no respond, respectfully email instructor again.

Late Policy: No assignments will be accepted after the last day of class. Otherwise, late papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

Student Services : The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide

equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

Student Success Center www.ulm.edu/studentsuccess

Counseling Center www.ulm.edu/counselingcenter/

Special Needs at www.ulm.edu/studentaffairs/

Library www.ulm.edu/library/reference.html

Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

Current college's policies on serving students with disabilities can be obtained on the ULM website : www.ulm.edu/counselingcenter/

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Voice phone : 318-342-5220

Fax: 318-342-5228

Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

The ULM Counseling Center: 318-342-5220

The Marriage & Family Therapy and Counseling Clinic: 318-342-5678

Remember that all services are offered free to students, and all are strictly confidential.

If you have special needs that I need to be made aware of, you should contact me within the first two days of class.

Sexual Harassment or Gender-Based Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix

How to use Moodle:

Moodle Training Guide (PDF)
Moodle Training Tutorial (video)
Moodle Training Manual (PDF)
Moodle Training Guide (PDF

KPI Assessment (Multicultural Counseling Research Presentation) COUN 6052 Grading Rubric

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5 = Advanced: Skills and understanding evident at an exceptional level
4 = Proficient: Strong level of mastery of skills and understanding
3 = Basic: Understanding of concepts/skills evident
2 = Developing: In process of developing understanding of concepts and skills; growth needed
1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed
Note: Ratings of 3 or above indicate performing well for student's stage of development.

Assignment Specific Requirements and Professional Identity CACREP Standards

Assignment Specific	**CACREP Standard**	**Performance Level 1-5**
	Core 2.F.	
advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	1.e	
multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	2.a	
theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	2.b	
multicultural counseling competencies	2.c	
the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	2.d	
the effects of power and privilege for counselors and clients	2.e	
help-seeking behaviors of diverse clients	2.f	
the impact of spiritual beliefs on clients' and counselors' worldviews	2.g	
strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	2.h	
ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	3.i	

	CMHC 5.C.
cultural factors relevant to clinical mental health counseling	2.j

		Performance Level 1-5
Average	(i.e., total scores divided by number of requirements/standards)	
Percentage	(i.e., an average performance level of 3.5 will be 3.5/5 = 70%)	
Total Points	(i.e., syllabus assigns 30 points to assignment – 70% = 21 points)	