



Saint Cloud State University
College of Health and Wellness Professions
Department of Community Psychology,
Counseling, and Family Therapy
Master of Science in Rehabilitation Counseling

COURSE SYLLABUS
COUN 658 Multicultural Counseling

Instructor:

Office:

Phone:

E-mail:

Office Hours:

Classroom:

Class Dates:

Class Times:

Zoom Address:

Email: Checked daily. SCSU/HuskyNet e-mail will be the official means of communication for this course. You should use your Husky e-mail account for all questions about this course.

Required Textbook:

Sue, D. W. & Sue, D. (2019). *Counseling the Culturally Diverse. Theory and Practice* (8th Ed). NY: John Wiley & Sons.

Eberhardt, J. L. (2019). *Biased. Uncovering the hidden prejudice that shapes what we see, think, and do*. NY: Viking.

Book Club Choice

Assigned Readings provided on D2L or in class.

Additional Readings: Other readings, including web sites and journal articles, and inventories will be assigned later as appropriate to specific topics, and learning needs of the class.

Course Description:

Enhancing cultural awareness; developing a knowledge and skill base for concepts, theories, and techniques in multicultural counseling; and counseling practices in a multicultural context. This course will be taught by integrating mindfulness and contemplative practices throughout the course as a way to reflect more deeply on our ideologies, perspectives and embodied experiences. Each class will begin with a mindfulness meditation and other contemplative practices.

Wellness Statement: In support of your process through academic development, we would like you to know that you are valued. We would also like you to know that your value will continue

to grow and increase as you develop your skills throughout and within the clinical mental health counseling field. Be mindful of your value and aware that you will always have support. There are specific services you can utilize during your time here at St Cloud State University. If you ever need to support your value, please explore the variety of opportunities in the [Eastman Center for Health and Wellness Innovation](#).

Located inside are the following:

- Healthy Huskies
- Recovery Resource Center
- SHHS Training Clinic
- Husky Physical Activity and Wellness
- Medical Clinic & Pharmacy
- Counseling and Psychological Services

Our Husky Compact

“As our student, we make a bond with you in Our Husky Compact to prepare you to be a global citizen of the 21st Century. As a graduate of St. Cloud State, you will be prepared for a life of intellectual, professional, and personal fulfillment with the skills to discover and apply new solutions to challenges and opportunities through risk-taking, innovation and imagination. Lifelong growth and development along the dimensions of Our Husky Compact will prepare all members of the St. Cloud State community to reconsider the world around them.”

“Protect the Pack” Statement

“St. Cloud State University (SCSU), in coordination with state and local health departments, is closely monitoring the spread of COVID-19 and following the State of Minnesota’s laws and guidelines to keep everyone safe. We have developed a list of ways all of us can participate to assure our campus is safe for living and learning. I expect all of us will honor and respect ourselves and each other by following our “Protect the Pack: Safety Protocols and Wellness” guidelines in our classroom. As a reminder:

1. You must wear a face mask/covering when the Stearns county transmission level is determined to be ‘substantial’ or ‘high’ for four consecutive days. Should this situation occur, a communication about the masking mandate will be communicated to campus using various media. During the mask/face-covering mandate, your mask should be on every time you enter an SCSU building, including entering our classroom. Keep your face covering on during class. Please note, while teaching classes, faculty may remove their face covering if they are able to maintain six-foot distancing.
2. If you are unable to wear a face mask or covering for medical reasons, please contact the Student Accessibility Services Office to discuss possible accommodations.
3. Wash your hands frequently and use the hand sanitizers available to you.
4. If you are not feeling well, be sure to call the SCSU Medical Clinic for assistance at (320) 308-3191 or email myhealthservices@stcloudstate.edu .”

Rehabilitation Counseling Program Learning Outcomes

1. Gain knowledge and skills to counsel diverse populations effectively with cultural fluency.

2. Understanding of one's own beliefs, values, attitudes, and acculturative experiences and the interactions that these have within the development of multicultural competence through experiential activities.

3. Develop competence in working with various cultures and subcultures in numerous types of treatment settings and various modalities (individual, family, group, and community treatment interventions) through an applied understanding of the various aspects of cultural identity and the interaction of such identity within the context of counseling.

4. Attain knowledge to work with adolescents and adults, both in the private and public sectors, to assist them in achieving their maximum level of independence and functioning.

5. Participate in local, state, national and global professional activities to develop intercultural skills through disability advocacy.

6. Reinforce knowledge, understanding, and a professional attitude

7. Synthesize current evidence-based practices and participate in the research process.

8. Develop self-understanding and preparation for doctoral-level training or certification.

Course Outcomes Aligned to CACREP standards

Course Objectives: At the conclusion of this course students will be able to address and understand:	CACREP Standard	MBBH Licensure	Husky Compact	Program Learning outcomes
Students will define oppression, privilege, racism, discrimination, sexism, power, ageism	2a, 2b, 2c, 2e	1, 3, 4, 10, 15, 16	5a, 5b, 5c, 5d, 5e	2,3,6
Students will remember cultural identity development models	2a, 2b, 2c, 2e	6, 10, 15, 16	1a, 1c, 2a, 5a, 5b, 5c, 5d, 5e	1,2,3
Analyze marginalized group.	2d, 2e, 2h	1, 2, 6, 10, 16	1c, 1d, 1e, 3a, 5a, 5b, 5c, 5d, 5e	3
Evaluate the impact of history, attitudes, acculturative experiences, community efforts and relevant counseling skills	2d, 2e, 2h	1, 2, 6, 7, 13, 14	2a, 2c, 2d, 5a, 5b, 5c, 5d, 5e	6
Students will be able to apply cultural identity development models into the field of clinical mental health counseling as an assessment tool.	2d, 2e, 2g, 2f	1, 6, 8, 14, 15, 16	1a, 1c, 1e, 2c, 2e, 5a, 5b, 5c, 5d, 5e	1,3,7

Students will compare and contrast how oppression, privilege, racism, discrimination, sexism, power, ageism, etc. intersect with the health and wellness of marginalized groups.	2d, 2e, 2g, 2f	1, 2, 3, 4, 6, 8, 10, 13, 16	1c, 1e, 2c, 2e, 5a, 5b, 5c, 5d, 5e	3
The student will identify areas of strengths and areas that are in need of cultural fluency development.	2e, 2g	1, 5, 6, 10, 15	1a, 1b, 1c, 5a, 5b, 5c, 5d, 5e	1,2,3
Students will learn how to do social justice advocacy	2e, 2g	1, 5, 6, 10, 15	5a, 5b, 5c, 5d, 5e, 6a, 6c, 6d, 6f, 6g	6
Students will be excited to work with clients from diverse and marginalized backgrounds in a culturally fluent way.	2h, CMHC_2j	1, 3, 4, 7, 8, 16	5a, 5b, 5c, 5d, 5e	1,2,3

SCSU Resources and Policies

The following are resources and policies of the university:

Counseling and Psychological Services

“College can be stressful, and it is normal for some students to struggle emotionally while balancing the demands of college and personal lives. If you are struggling, please stop by and see me during my office hours. Know that our Counseling & Psychological Services (CAPS) Department is available Monday through Friday 8-4:30 to assist students who need help. Don’t hesitate to reach out for help. We care about you and want you to be successful both personally and professionally here at St. Cloud State University (SCSU).”

How to get an appointment or make a referral to CAPS:

1. Call 320-308-3171 or Request an Appointment link on the website <https://www.stcloudstate.edu/counseling/>
2. Walk hours at the CAPS clinic Monday – Friday, any time between 8am and 4:30pm
3. Faculty/staff can call CAPS or walk over to CAPS in-person with a student for a warm hand-off (Located in Eastman Hall, 3rd floor)
 - Faculty/staff should call ahead when possible so we can be prepared for an immediate visit with the student

After hours use any of these crisis resources:

- Local crisis line at 320-253-5555 or 800-635-8008
- National Suicide Prevention Lifeline or call 1-800-273-8255
- Crisis Text Line: Text “MN” to 741-741

Classroom Conduct

“All students are encouraged to critically reflect on the course topics and to raise questions to the class and to the professor. Please be respectful to one another by not presenting your question in a hostile manner. Open dialogue on course content is encouraged, but attacks on classmates or myself are not. Please set up a time to talk with me if you have questions about

this policy or if you believe this policy is being violated. You may also report hostile, biased or threatening behavior to www.stcloudstate.edu/oea/ .”

There are many offices on campus that provide additional support and/or information outside of class including:

- American Indian Center: www.stcloudstate.edu/aic
- Multicultural Student Services: www.stcloudstate.edu/mss
- Center for International Studies: www.stcloudstate.edu/internationalstudies
- Additional Student Services Offices: <https://www.stcloudstate.edu/campuslife/student-services.aspx>

LGBTQIA

“The LGBT Resource Center at St. Cloud State University promotes full inclusion of LGBT+ folk and allies and works to dismantle prejudice, discrimination, and oppression toward and within the LGBT+ community. Visit the LGBT Resource Center for more information regarding the offered support services at St. Cloud State University.”

Student Accessibility Services

“St. Cloud State University is an affirmative action, equal opportunity employer and educator. St. Cloud State University is committed to a policy of nondiscrimination in employment and education opportunity and works to provide reasonable accommodations for all persons with disabilities. Accommodations are provided on an individualized, as-needed basis, determined through appropriate documentation of need. Please contact Student Accessibility Services or 320-308-4080, office Centennial Hall (CH) 202 to meet and discuss reasonable and appropriate accommodations for your plan. The accommodations authorized in your plan should be discussed with your instructor. All discussions will remain confidential. This syllabus is available in alternate formats upon request.”

Academic Dishonesty

Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials; and commercialization sale or distribution of class notes without the instructor’s permission.

Note: Plagiarized assignments and/or cheating will receive an F, and students also run the risk of receiving an F for the entire course. If in doubt about citing a source or assignments, ASK!

Diversity

My position is that this course should be equally accessible to all students, independent of race, color, religion, national origin, sex, age, disability, gender identity/expression, and sexual orientation. Beyond accessibility to the course, I respect all students equally and strive to create an inclusive learning space where diverse perspectives are recognized, respected, and seen as a source of strength. This classroom is meant to be a safe space for all individuals, and I reserve the right to intervene when it comes to my attention that students do not feel safe. Your

suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Course Content

Readings and Class Preparation

After the first day of class, please be sure to have read each chapter in advance of class discussion. On the due date for assignments, the drobox closing time is marked in D2L.

Grade Denominator

The final course grade will be calculated from the following totals:

Item Name:	Points:
Book Club Presentation	100pts
Cultural Biographies	100pts
Coaching Corner	50pts
IRAT/GRAT (10@ 10 points each)	100pts
Privilege Assignment	25pts
Action Project/Poster Presentation	100pts
Final Exam-Cumulative	100pts
Total Points	575pts

Grade scale

Grades will be posted and maintained in D2L. If you are not familiar with D2L and need help accessing the site, please let me know sooner rather than later!

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59 or below

Participation

Participation is required in all aspects of the course regardless of modality student is attending. Some of the participation activities included:

Projects or Paper

IRAT/GRAT Quizzes – 100 points total

Quiz will be taken individually then in a group format (explained further day of first quiz). Quiz can consist of various item types, such as multiple-choice, true/false, and/or matching.

The content of the quizzes will be on weekly readings.

Book Club and Presentation – 100 points

Set a weekly day/time to meet with your 'book club' over zoom. Each week there will be a weekly 'leader', who initiates discussion questions for the week. Book clubs must have between 3-5 students. Finally, your group will present a final 'product'. This will be a PowerPoint that outlines the book club's book process. The slideshow presentation will include discussion questions and summary or takeaways from the experience.

Privilege Assignment – 25 points

List as many privileges as you can identify that you have. Use the McIntosh essay, or Accapadi, Finders & Kwame-Ross articles as a guide. May be presented as a bulleted list.

Cultural Biographies – 100 points

You will write a cultural biography based on your race, culture/ethnicity, gender, nationality, sexual orientation, socio-economic status, geographical status, and any other social statuses that are significant to you. Follow the following guidelines in writing your biography: You are to try to answer the question:

1. "Who am I" and "What factors have made me this person?"
2. You are to examine your own socialization as a member of your nationality, ethnic and/or racial group(s),
3. Your gender/sex. Examine the impact of your gender and sex on your identity. Analyze how you felt and now feel about your gender/sex and if your attitudes have changed over time.
4. Sexual orientation
5. Explore your socio-economic status. If you feel it is middle class, try to be more specific – upper middle class, lower-middle class, professional, blue collar, working class, etc. If your socioeconomic class changed over time, what impact did the change have on you?
6. Search your own memories to discover when you first became aware of your racial and/or ethnic identity and/or other identities and how it subsequently affected you. If your ethnic identity is invisible to you...try to look at your lifestyle and values from a foreign perspective.
7. Report on your family background, family migrations, etc. What customs, rituals, traditions, did you follow? What foods did you eat as a child? What holidays and celebrations were important to your family?
8. How did your family deal with illnesses, deaths, births, marriages, etc?
9. In short, explore those behaviors and routines that you accepted even without thinking and try to identify the bases for them.
10. Describe how you relate to the racial identity development models? Where are you in the process? Where would you like to be?
11. Are there other identities that stand out for you? Describe what and why? In what way does your religion, abilities, sexual orientation, etc. define who you are?
12. Describe what social privileges you enjoy as a result of being a member of your racial/ethnic background, gender, socio-economic status, etc. Give specific examples of the privileges you have encountered.

13. What is the relationship of Who I am with my counseling practice? In this section, you will discuss how your overall development and worldview contribute to your current or future counseling practice(s).

In summary, this assignment requires you to examine yourself and your family carefully. Its objective is to get you to identify who you think you are and what factors have shaped your multiple identities.

Weekly Discussion Participation

Coaching Corners – 50 points

This will be an opportunity to reflect in class using role playing in small groups with a meta reflection. In the Coaching Corners model, role plays are conducted in small groups—typically in groups of three: Counselor, Client, and Coach. All small group members rotate into each role. The assigned roles of the counselor and client are as one would expect. The coach's role is to monitor the role play and to serve as the consultant to the counselor, who can call on the assistance of his/her coach at any time during the role play. The coach can also interrupt and provide input and/or recommendations to the designated counselor, when and as needed. Each of the small group's three role plays are immediately followed by a 2-min within-group debriefing where each participant of the small group will share his or her experience in the role play (from the perspective of their role) with their fellow small group members and identify and discuss what worked well in the role play and what could have made the counseling process even stronger. The first debriefing is followed by the small group's second role play and debriefing. After the third and final role play and debriefing, small groups will share a summary of the highlights of their experience with the larger class.

Final Presentations

Action Project/Proposal

Throughout our careers, counselors must continue to gain cultural awareness. This can look like joining new communities, but asking to participate in a new space must be done with humility, awareness, and responsibility. Students will submit a 3-part action plan *proposal* for how to learn more about a cultural group, tradition, or practice, and then share this knowledge with the class. The action plan proposal should include ways you hope to learn or grow and change and increase your cultural humility. Students are encouraged to select experiences with maximum potential for personal awareness, knowledge and skills development.

(A) Overall Goal/Plan: Students will write a 3-5 paper, outlining their action plan. The paper will consist of three parts: how you propose appropriately and respectfully observing, how you will gain more education and knowledge, and how you would move into respectfully and appropriately participating.

1. Action Plan Level-1/Observational: How will you observe this culture, tradition, or practice in a humble, appropriate manner? What will you be attempting to learn? What is your role as an observer?

2. Action Plan Level-2/Investigation: Where will you seek out further knowledge? Which books, articles, persons, or other resources will you seek out? Be specific on the texts you will utilize and what they have to offer.
3. Action Plan Level-3/Participation: What would it look like for you to participate in this culture, tradition, or practice? What is the role of an outsider to the group? What would you hope to learn or contribute?

Students should utilize 3-4 peer reviewed sources to inform their plan.

(B) Poster/Power Point Presentation: Prepare a presentation for the class which covers the following:

1. Describe the culture, tradition, or practice that you examined in your action plan.
2. Utilizing the research literature, describe to the class how it would be appropriate for an outsider to this group to witness, support, or engage. What would a culturally humble approach look like? What considerations would a counselor need to make if they wanted to learn more about this experience?
3. What did you learn about yourself and/or your future practice as a clinician from exploring this topic?

Students should utilize 3-4 peer reviewed sources to inform their presentation.

Tentative Course Schedule

The tentative course timeline is attached to this syllabus. Any necessary modifications will be announced via Huskynet e-mail. The official course timeline is kept on the instructor's Outlook calendar. In the event of a conflict between the tentative course timeline and the official timeline, the latter will prevail. Students are strongly encouraged to request sharing access to the instructor's Outlook calendar, to be notified of any changes.

Date	TOPIC	READINGS/ASSIGNMENTS DUE*	CACREP STANDARD**
Week 1:	Course Introduction Cultural Biography	Ch 1&2 Introductory activity Finding Your Roots/PBS MAKSS-C	2a, 2b, 2c, 2h, RC-2e,
Week 2:	Multicultural Counseling Competence for counselors and Therapists of Marginalized Groups Analysis of the MSJCC	Ch. 3&4 MSJCC Privilege Assignment Due IRAT/GRAT Practice	2a, 2b, 2c, 2d, 2e, 2g, 2h, RC-3j
Week 3:	The impact of systemic oppression within the counseling process Microaggressions	Ch. 5 & 6 Eberhardt Ch. 1 & 2 IRAT/GRAT Every Day Microaggression	2a,2b,2c,2d, 2e, 2f, 2h, RC-3j
Week 4:	Multicultural Barriers and the Helping Professional Communication Styles	Ch. 7 & 8 Eberhardt Ch. 3 & 4 IRAT/GRAT	2b, 2c, 2d, 2e, 2f, 2g, 2h, RC-3j
Week 5:	Multicultural evidence-based practice	Ch. 9 & 10 Eberhardt Ch. 7 IRAT/GRAT	2a, 2c, 2h, RC-3j

	Culturally Competent Assessment Non-Western indigenous methods of healing		
Week 6:	Racial, Ethnic, Cultural (REC) Identity Attitudes in People of Color Culturally Competent Assessment	Ch. 11 & 13 Eberhardt Ch. 8 IRAT/GRAT <i>ED/Microaggression</i>	2a, 2b, 2c, 2e, 2h, RC-2e, RC-3j
Week 7:	White Racial Identity Development Counseling Jewish Americans	Ch. 12 & 21 IRAT/GRAT Mid-Course Self Assessment Due <i>ED/Microaggression</i>	2a, 2b, 2c, 2d, 2f, 2g, 2h, RC-2e
Week 8:	Counseling African Americans Counseling American Indians/Native Americans and Alaska Natives	Ch. 14 & 15 Eberhardt Ch. 9 IRAT/GRAT <i>ED/Microaggression</i>	2a, 2b, 2c, 2d, 2f, 2g, 2h, RC-2e
Week 9:	Spring Break, No Class		
Week 10:	Counseling Asian Americans and Pacific Islanders Counseling Latinas/LatinX	Chapters 16 & 17 Eberhardt Ch. 10 IRAT/GRAT <i>ED/Microaggression</i>	2a, 2b, 2c, 2d, 2f, 2g, 2h, RC-2e
Week 11:	Counseling Arab Americans Counseling Muslim Americans Counseling Women	Ch. 19 & 26 IRAT/GRAT <i>ED/Microaggression</i>	2a, 2b, 2c, 2d, 2f, 2g, 2h, RC-2e
Week 12:	Counseling Individuals with Disabilities Counseling LGBTQ Individuals	Ch. 22&23 IRAT/GRAT <i>ED/Microaggression</i>	2a, 2b, 2c, 2d, 2f, 2g, 2h, RC-2e
Week 13:	Counseling Older Adults Counseling Individuals Living in Poverty	Ch. 24 & 25 IRAT/GRAT <i>ED/Microaggression</i>	2a, 2b, 2c, 2d, 2f, 2g, 2h, RC-2e
Week 14:	No Class		
Week 15:	Counseling Multiracial Individuals Counseling Immigrants and Refugees	Ch. 18 & 20 IRAT/GRAT <i>ED/Microaggression</i> 10 Minutes Each	2a, 2b, 2c, 2d, 2f, 2g, 2h, RC-2e
Week 16:	Action Project Presentations Course Debrief	10 Minutes Each Final Self-Assessment Due	2c, 2h,
Final Exam Week:	Final Cumulative Exam Book Club Presentations		2c, 2h

*In addition to the readings herein, please refer to D2L /HuskyNet for additional and supplementary readings and content.

**Content related to CACREP standards commence and/or are primarily addressed during the indicated week. However, please note CACREP standards are integrated throughout the entirety of the course.