Course Syllabus

COU 5385 Multicultural Counseling
Spring 2018
Online

Instructor Information
Michael Hardin, PhD
Phone: 806-720-7838
Virtual Office Hours: By appointment
Email: Michael.Hardin@lcu.edu

Course Description
A course designed to help counselors maximize their effectiveness in working with clients from different cultures and sub-cultures. Includes counseling skills that are effective with clients with various disabilities, races, religions, sexual orientations and economic backgrounds.

Learning Outcomes
Upon completion of this course, students will demonstrate appropriate competency related to the following areas of the counseling profession based on an understanding of the following 2016 CACREP standards:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Core Category</th>
<th>Standard</th>
<th>Methods of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.F.2.a</td>
<td>SOCIAL AND CULTURAL DIVERSITY</td>
<td>multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</td>
<td>Exams  Growth Journal Participation Resistance Project Paper</td>
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<tr>
<td>2.F.2.b.</td>
<td>SOCIAL AND CULTURAL DIVERSITY</td>
<td>theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</td>
<td>Exams  Growth Journal Participation Resistance Project Paper</td>
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<tr>
<td>2.F.2.c.</td>
<td>SOCIAL AND CULTURAL DIVERSITY</td>
<td>multicultural counseling competencies</td>
<td>Exams  Growth Journal Participation Resistance Project Paper</td>
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<tr>
<td>2.F.2.d.</td>
<td>SOCIAL AND CULTURAL DIVERSITY</td>
<td>the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others</td>
<td>Exams  Growth Journal Participation Resistance Project Paper</td>
</tr>
<tr>
<td>2.F.2.e.</td>
<td>SOCIAL AND CULTURAL DIVERSITY</td>
<td>the effects of power and privilege for counselors and clients</td>
<td>Exams  Growth Journal Participation Resistance Project Paper</td>
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<td>2.F.2.f.</td>
<td>SOCIAL AND CULTURAL DIVERSITY</td>
<td>help-seeking behaviors of diverse clients</td>
<td>Exams  Growth Journal Participation Resistance Project Paper</td>
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<tr>
<td>2.F.2.g.</td>
<td>SOCIAL AND CULTURAL DIVERSITY</td>
<td>the impact of spiritual beliefs on clients’ and counselors’ worldviews</td>
<td>Participation Resistance Project Paper</td>
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<tr>
<td>Code</td>
<td>Topic</td>
<td>Details</td>
<td>Assessment</td>
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<td>2.F.2.h.</td>
<td>SOCIAL AND CULTURAL DIVERSITY</td>
<td>strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</td>
<td>Exams Resistance Project Paper</td>
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<tr>
<td>2.F.3.i.</td>
<td>HUMAN GROWTH AND DEVELOPMENT</td>
<td>ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</td>
<td>Exams</td>
</tr>
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<td>2.F.4.b.</td>
<td>CAREER DEVELOPMENT</td>
<td>approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors</td>
<td>Exams Resistance Project Paper</td>
</tr>
<tr>
<td>5.C.1.b.</td>
<td>FOUNDATIONS</td>
<td>theories and models related to clinical mental health counseling</td>
<td>Exams</td>
</tr>
<tr>
<td>5.C.2.a.</td>
<td>CONTEXTUAL DIMENSIONS</td>
<td>roles and settings of clinical mental health counselors</td>
<td>Growth Journal Participation Resistance Project Paper</td>
</tr>
<tr>
<td>5.C.2.j.</td>
<td>CONTEXTUAL DIMENSIONS</td>
<td>cultural factors relevant to clinical mental health counseling</td>
<td>Growth Journal Resistance Project Paper</td>
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<tr>
<td>5.C.2.l.</td>
<td>CONTEXTUAL DIMENSIONS</td>
<td>legal and ethical considerations specific to clinical mental health counseling</td>
<td>Exams</td>
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<tr>
<td>5.C.3.e.</td>
<td>PRACTICE</td>
<td>strategies to advocate for persons with mental health issues</td>
<td>Participation Growth Journal Resistance Project Paper</td>
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</tbody>
</table>

**Note:** All topics in this course are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of peoples from a variety of ethnic, gender racial, and social class backgrounds.

**Teaching Methodology**
This course utilizes, but is not limited to, the following instructional methods: video instruction, guided responses to selected readings, written discussion boards, and exams.

**Required Text and/or Materials**


All course textbooks can be purchased online through our Virtual Bookstore located at [http://chaplink.LCU.edu](http://chaplink.LCU.edu). Book buy back will occur for two days on campus at the end of each semester. An extended buy back time is available online also. For further questions, please call the LCU Chap Store at 720-7526.

**Course Policies**
**Class Attendance and Participation**
Regular class attendance/online engagement is expected of each graduate student and is a professional responsibility. The classroom experience is considered an integral part of the institution’s educational program and experience. You are encouraged to access online courses 3 to 5 times per week. By doing so
you will be able to actively participate in the Discussion Forums, complete your assignments and access
announcements in a timely manner. On-campus students may be dropped from classes, at the discretion of
the professor, due to excessive absences (i.e., three absences in courses meeting once per week and
absences for athletic or school-related participation exceeding 25% of the class meetings and/or
laboratory sessions). All absences are included. For elaboration of the absence policy, see the current
catalog.

Class Materials
All materials provided in class or recordings of lectures are copyright protected by Lubbock Christian
University and the professor. Your use of these materials beyond preparation for this course (i.e.
publishing to a website, distribution to others, etc.) may constitute copyright infringement.

Late Assignments
All assignments are due on the dates indicated online within the course, except in the case of significant
illness (doctor’s note required) or major family emergency. For late assignments, 5 points each day will
be deducted with a limit of 3 days allowed. You need to notify the instructor as soon as possible about
the emergency, so that I can arrange a mutually agreed upon time for completion of the assignment.

Incompletes
PR– In Progress, is given at the discretion of the instructor, if requested by the student. It is the
responsibility of the student to see that a PR is removed. A PR cannot be permanently left on the
transcript. Students have one semester to remove the PR grade, but with instructor and academic dean
permission, the period may extend one additional semester. When a PR is not removed, or extended at
the end of one semester, the registrar must change the grade to F.

Tracking Grades
Students are responsible for tracking their academic progress in this class throughout the semester.
Therefore, students with questions about grades are encouraged to contact the instructor. Final grades
will be posted on LCU Self-Serve at the conclusion of the semester.

Department of Psychology and Counseling Writing Expectations
Student in graduate courses should demonstrate graduate-level writing skills. Students are expected to
write complete sentences, use appropriate grammar, and spell words correctly. If you have difficulty in
this area the Lubbock Christian University Writing Center is available to you at http://lib.lcu.edu/UWC.
The department also has an online writing coach. Graduate students in the Department of Psychology
and Counseling may access the Online Writing Center (OWC) via their Moodle home page
(http://moodle.lcu.edu). These are great resources for you to use as needed.

Students who do not demonstrate graduate level writing skills may:
1. Have their ungraded paper returned to rewrite and/or
2. Receive feedback which must be followed for improvement or
3. Receive an inadequate grade which may result in failure of the course.

Plagiarism is unacceptable and will result in failure in the course and possible dismissal from the
program.

Academic Integrity
LCU Department of Psychology and Counseling follows the University policy for academic integrity
including plagiarism. The Code of Academic Integrity can be found here at

Standards of Student Conduct
With the goal to create a community that is Christ-centered, the university has established expectations
for student behavior. As a member of the LCU community, each student has the responsibility to become
familiar with the expectations that reflect the high standards of the university’s mission. These values
include, but are not limited to:
1. Respect for one’s self and others within the campus and in the community.
2. **Respect for the legacy, mission, and community** Lubbock Christian University strives to maintain.

3. **Respect for all the laws set forth by the government at local, state, and federal levels.**

4. **Respect of policy, procedure, discipline, and authority implemented by the institution to effectively manage all university activity.**

5. **Respect for the diversity (personality, race, religion, etc.) of students, faculty and staff who inhabit the LCU community.**

6. **Willingness to embrace the need to hold others in the LCU community accountable to the Christian standards that reflect the university’s mission.**

7. **Ability to communicate effectively and appropriately with instructors, staff, clients, supervisors, and fellow classmates--both in person and by email.** We believe it is imperative that a student graduating into the mental health profession know to communicate thoughtfully, appropriately, and with care.

All policies regarding student conduct are available in the University Student Handbook (https://lcu.edu/resources/student-handbook). These policies apply to all graduate students on or off campus, regardless of whether school is in session.

**Library Resources**

Library services for distance students are borrowing privileges, research and reference assistance, library instruction and interlibrary loan mediation.

Information about services for distance students, access into academic databases and other library resources is available through the Lubbock Christian Library Website at http://lib.lcu.edu/home

You can access research how to's and support at the LCU library at http://lib.lcu.edu/c.php?g=659240&p=4628344

For further information on any aspect of library resources and access please call or write the Lubbock Christian Library at 806.720.7326 or library@lcu.edu.

**Services for Students with Disabilities**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Also, please contact the Disabilities Coordinator in the Office for Disability Services at 806.720.7156 in room 117 CAA to coordinate reasonable accommodations. Be advised accommodations will not be made prior to documentation with the Office of Disability Services.

All students are expected to fulfill essential course requirements. The University will not waive any essential skill or requirement of a course or degree program. You may find more information on Disability Services here at https://lcu.edu/resources/disability-services/.

**Concerning Violence, Harassment or Stalking**

Unlawful discrimination and harassment (and any related retaliation) is prohibited and will result in disciplinary action, up to and including dismissal or separation from the University. LCU affirms its commitment to protecting the right of each person to raise concerns about alleged discrimination free of fear of retaliation. The university will take prompt, decisive action to: investigate allegations of violence, harassment, and stalking; initiate the disciplinary process if appropriate; issue appropriate sanctions against any student found responsible for acts of violence whether the behavior occurred on campus or off campus; take steps designed to prevent recurrence; and protect against retaliation.

Students are encouraged to report any incidents related to this policy and pursue the matter through the state’s civil and/or criminal systems as well as through the university. A student who in good faith reports being the victim of, or a witness to an incident of sexual harassment, sexual assault, dating violence, or stalking may not be subject to disciplinary action for violation(s) of the Code of Community Standards occurring at or near the time of the incident.

**Pursuant to Title IX**
Reports of sexual misconduct may be made to the Title IX Coordinator, Yvonne Harwood at 806.720.7497, yvonne.harwood@lcu.edu. For more information on what and who to report this information to see our webpage at https://lcu.edu/resources/title-ix/

To schedule an appointment with the LCU Counseling Center, call 806.720.7158. If you prefer, you may also request an appointment via e-mail, sent directly to counseling@lcu.edu. The Center is located on the 2nd floor of the SUB, Room 202.

Assessment and Grading

The online course is divided into 8 weeks. For the online course, please follow the schedule as demonstrated on your current Moodle course schedule. The on-campus course is divided into 16 weeks.

I. Class Discussion (10% of grade).

II. Final Exam (5% of grade). There will be a 100 question, multiple-choice, comprehensive final exam on the last day of class.

III. Reading and Growth Journal (25% of grade). The first goal of this course is to give you space for identifying one’s own level of competence on the concepts discussed within multicultural counseling. To this end, you will read Bridges Out of Poverty: Strategies for Professionals and Communities and all the readings assigned from Diversity in Counseling. For each of the readings you must journal your reactions in a way that: 1) demonstrates your understanding of the material, and 2) demonstrates that you have critically analyzed and digested the material (e.g. personal reaction, personal life examples that represent ideas of the theorist, discussion of where you agree with theorist, personal critique of the material read, etc.).

Grading: You will earn full credit by: a) following the instructions, b) turning your work in on time, c) making sure your paper is typed and double-spaced, using 1100 words per week and d) displaying depth of thought, etc. Your grade will be based on these requirements. Refer to the Reading and Growth Journal Rubric in your syllabus for details.

Due: Turn in on Moodle before class each week.

IV. Resistance Project Part 1 – Identify Resistances (10% of grade). The biggest aspect of your development and success as a practitioner is your willingness and ability to be open to new ideas, people, and cultures, coupled with an appreciation and value of differences. In the constant process of expanding the boundaries of your learning edges it is important to challenge your resistances to new ideas, people, and cultures. All of us have resistances, whether we are aware of them and choose to acknowledge them or not, and that these impact our interactions with clients, colleagues, and others. This project is a structured opportunity for you to begin this career/life-long practice of challenging those resistances.

This project will span all 16 weeks of this class and includes several components. These include:

a. Identification of your resistances: Identify two or three areas of resistance. Write a 5 page paper in which you (1) name each area of resistance, (2) describe how you think it developed (i.e., what messages you received and from where/whom), (3) how it has been maintained (i.e., through distancing yourself from this particular group), and (4) how you think each resistance may influence your professional development as a mental health counselor. For example, you may describe overt and covert messages you received from your family, the media, peer group, school system, cultural groups, religious leaders, etc…See course schedule for the due date for this paper.

b. Select one for your project: Choose one of your resistances that you will explore in greater detail through the semester. This project will expose you, in small and large ways, to the group you have identified. You are required to write a 2-page paper explaining why you have selected the particular cultural group that you have chosen for your project. See course schedule for the due date for this paper.
V. Resistance Project Part 2 – Identify Resources (20% of grade). Identify the resources you will need to help you gain exposure to, and appreciation of, your resistance. If, after you have looked thoroughly yourself, you need help locating resources, please contact me. Your resources must include:

a. A minimum of three print sources, such as a book, book chapter, or scholarly journal article
b. A minimum of one media source, such as a film or television documentary
c. A minimum of one group experience—this must entail contact with at least 5 people at once from your identified group. You must interact with the group you are resistant towards (i.e., you cannot merely attend a lecture or film) and have the experience of being the minority group member.
d. A minimum of one individual experience—this should consist of a one-on-one encounter with a member of your identified group. Here you might choose to interview the individual, in which case you should include the questions you ask as a part of your final project.

VI. Final Resistance Project (30% of grade). You are required to prepare a 15-page paper that documents your process with this project over the course of the semester. The paper should specifically include the following:

a. A brief review of how you initially identified your resistances.
b. An expounded description of how you understand how your resistances developed and have been maintained.
i. For these first two bullets, simply expand on your previous paper. However, please do NOT regurgitate the text from any of your previous assignments. It is assumed that your experiences with the selected resources have allowed for greater reflection and insight into how your resistance(s) to this particular group developed and maintained.
c. A detailed discussion of what your expectations were before beginning the project
d. A discussion about your exposure to the print and media sources
e. A detailed discussion about your experiences with people belonging to the group you chose. Describe not only the setting but also (a) how you felt, (b) what you thought, (c) whether your expectations were met/unmet, and (d) how it impacted you, especially your beliefs about the group.
f. A discussion of how you can apply what you have learned from this experience to your work as a mental health counselor. This is a key part of this assignment!

Be sure to include information gleaned from class discussions, course materials, and any relevant scholarly references related to your particular cultural group. Include a reference page with works cited using APA format. Check Moodle for when the first and second drafts are

Grading Criteria

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<tbody>
<tr>
<td>Class Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>5%</td>
</tr>
<tr>
<td>Reading and Growth Journal</td>
<td>25%</td>
</tr>
<tr>
<td>Resistance Project Part 1</td>
<td>10%</td>
</tr>
<tr>
<td>Resistance Project Part 2</td>
<td>20%</td>
</tr>
<tr>
<td>Final Resistance Project</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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Reading and Growth Journal Rubric

<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th>Exceeds Expectations 100-90%</th>
<th>Meets Expectations 90-70%</th>
<th>Does Not Meet Expectations 69-0%</th>
<th>Weight/ Possible points</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>Abstract/Summary - Summarize what you have read, boiling the readings down into 250 &quot;tight&quot; words. Prove you comprehend the readings by writing a no-nonsense summary. This section should include information from your text.</td>
<td>Presents a thorough analysis and synthesis of the required content in a manner that goes beyond the minimum of what is expected.</td>
<td>Presents an adequate handling of the assigned content</td>
<td>Missing some or all of the assigned content.</td>
<td>20 pts.</td>
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<tr>
<td>CONCRETE RESPONSE - In 250 words, relate a personal life episode that this book triggered in your memory relating to diversity and counseling. Relate your story in first person, describing action, quoting exact words you remember hearing or saying.</td>
<td>Presents a thorough analysis and synthesis of the required content in a manner that goes beyond the minimum of what is expected.</td>
<td>Presents an adequate handling of the assigned content</td>
<td>Missing some or all of the assigned content.</td>
<td>30 pts.</td>
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<td>REFLECTION - In 400 words describe what questions pop up for you in response to what you have read. Tell how the author could have made the book better or more appealing to those in your field of service.</td>
<td>Reflects wide variety of quality resources with excellent citations and seamless use of support. Reference page is properly formatted, and includes all cited sources.</td>
<td>Reflects the required number and quality of resources and a reference page. May be missing some needed citations or references.</td>
<td>Does not reflect or cite the required number and quality of resources, OR does not adequately or properly include a reference page or is missing citations.</td>
<td>30 pts.</td>
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<tr>
<td>Writing and Formatting</td>
<td>Free of grammatical errors and formatted correctly</td>
<td>Some spelling, punctuation, or grammatical, or formatting errors</td>
<td>Many spelling, punctuation grammatical, or formatting errors</td>
<td>20 pts.</td>
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<tr>
<td>Total and comments</td>
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<tr>
<td>Activity</td>
<td>Estimated time spent</td>
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<td>Class Contact (Lecture)</td>
<td>45 hrs.</td>
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<td>Class Preparation/Reading (Textbook Readings)</td>
<td>55 hrs.</td>
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<tr>
<td>Reading and Growth Journals</td>
<td>25 hrs.</td>
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<td>Resistance Project (All Parts)</td>
<td>45 hrs.</td>
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<tr>
<td><strong>Total time spent</strong></td>
<td><strong>170 hrs.</strong></td>
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