



M.S. in Clinical Mental Health Counseling (MSC)

Syllabus

MSC 606, Section ASY – Multicultural Competence

Fall Semester 2021

3 Credit Hours

Dates:	August 30 – December 17, Moodle Collaborate Class Meeting – September 07, 6 pm (MT) Zoom - Guest Speakers on September 17 and October 15, 6pm-8pm MT
Settings	Online/Distance Learning Asynchronous - Moodle Classroom
Instructor:	Dr. Sylvia Lindinger-Sternart, CRC, LCPC (MT) Associate Professor Counseling
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Website:	https://www.uprovidence.edu/academics/explore-programs/clinical-mental-health-counseling/ Academic Calendar: https://www.uprovidence.edu/wp-content/uploads/2021/06/FINAL_V2_Fall_2021_Calendar_AK_6.29.21.pdf

I. Course Description

- **Catalog Description:** Competence, MSC606, is a theoretical and skill development course for counselors, educators, and clinicians to strengthen multicultural knowledge, awareness, and skills in the competencies required to effectively work with and relate to ethnically and culturally diverse clients. The goal of this course is to provide theories and exercises whereby students will examine their biases, attitudes, and beliefs and gain knowledge and skills in the area of multicultural counseling.
- **Methods of Instruction:** This course will be taught as an asynchronous graduate course with various settings such as lecture and group discussion, presentations, and an academic paper. It is expected that students will have read all readings and be prepared to engage in a conversation regarding major points and application of the readings. Students are expected to be respectful of others' opinions, share perspectives and engage in critical thinking, integrating information and theories from other disciplines and engage in ethical practices.

II. Program Student Learning Objectives

SOCIAL AND CULTURAL DIVERSITY

By the end of this program, students will be able to ...

Analyze the impact of social and cultural diversity on served clientele.

Determine multicultural theories to describe cultural identity development.

Integrate this knowledge to provide examples of multicultural counseling competences.

III. Behavioral Objectives for Course / Anticipated Student Competencies / (CACREP Standards)

- Upon completion of this course, the successful student will be able to:

KNOWLEDGE/SKILLS/SCHOLARSHIP

1. Analyzing how their own cultural background and experiences have influenced their values, attitudes, and biases about psychological processes. (S2.F.2.d)
2. Demonstrating knowledge of ethical and legal considerations so that students will be able to contrast their own beliefs and attitudes with those of their culturally different clients in a nonjudgmental manner. (S2.F.2.h)
3. Evaluating theories and models of multicultural counseling and articulating their understanding about how oppression, discrimination, and stereotyping affect individuals personally, professionally, institutionally, and in their cultural identity development and social justice advocacy. (S2.F.2.b)
4. Integrating knowledge about verbal and non-verbal communication style differences, and analyzing how their style may clash with or foster the counseling process with persons different from themselves. (S2.F.1.k)
5. Demonstrating specific knowledge about particular groups and discuss life experiences, cultural heritage, family systems, and historical background of identified culturally different clients. (S2.F.2.d)
6. Evaluating how culture may affect psychological processes such as personality formation, vocational choices, psychological disorders and help seeking behaviors. (S2.F.2.f)
7. Demonstrating knowledge about cultural influences that may impact self-esteem and self-concept in the counseling process. (S2.F.2.e)
8. Analyzing relevant research regarding mental health issues and culturally appropriate interventions including indigenous helping practices and helping networks among communities. (S2.F.2.c)
9. Participating in activities outside the academic setting (e.g. community events, social and political functions, celebrations, friendships, neighborhood groups, and so forth) to clarify their role in social justice, advocacy, and conflict resolution, and to facilitate their knowledge of culturally different groups. (S2.F.2.a)
10. Identifying and articulating how culturally different clients' religious and/or spiritual beliefs and values, including attributions and taboos, affect

worldview, psychosocial functioning, and expressions of distress.
(S2.F.2.g)

11. Identifying strategies to eliminate barriers and knowledge about how to advocate at institutional and community levels on behalf of their clients.
(S2.F.1.e)

CACREP STANDARDS – Section 2 (S2)

1. Professional Counseling Orientation and Ethical Practice

- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (S2.F.1.e)
- k. strategies for personal and professional self-evaluation and implications for practice (S2.F.1.k)

2. Social and Cultural Diversity

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (S2.F.2.a)
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (S2.F.2.b)
- c. multicultural counseling competencies (S2.F.2.c)
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (S2.F.2.d)
- e. the effects of power and privilege for counselors and clients (S2.F.2.e)
- f. help-seeking behaviors of diverse clients (S2.F.2.f)
- g. the impact of spiritual beliefs on clients' and counselors' worldviews (S2.F.2.g)
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (S2.F.2.h)

CACREP Standards Section 3: Professional Practice can be reviewed in the Handbook for Practicum and Internship

IV. Prerequisites to this Course and Requirements this Course Fulfills:

- This is a **required course for MSC students** and it has **no prerequisites**. Students **must earn a B or better** in order to proceed to the next semester of coursework.

V. REQUIRED TEXTS:

<https://uprovidence.textbookx.com/institutional/index.php>

- Sue, D. W., & Sue, D. (most recent edition). *Counseling the culturally diverse: Theory and practice*. Hoboken, NJ: John Wiley.
- American Psychological Association (2009). *Publication manual of the American Psychological Association*, Sixth Edition, 2nd printing, published by the American Psychological Association. ISBN: 978-1-433-80561-5

VI. Course Requirements and Course Activity Summary

A. Professional Dispositions

Students will be evaluated on their ability to demonstrate and progress in the following professional dispositions in this course and throughout the program:

- **Mindfulness.** Active, open attention on the present; observing one's thoughts and feelings without judgment
- **Engagement.** Involvement and commitment to one's own and other's personal and professional development
- **Reflexivity.** An awareness and exploration of one's own belief systems and values, and their impact on relationships with self and others
- **Curiosity.** Eagerness to know, discover, and generate; interest leading to inquiry
- **Integrity.** Consistent commitment to professional ethics and values of the counseling profession; holding steadfastly true to one's commitments
- **Empathy.** The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of another
- **Professionalism.** Maintaining conduct and qualities that characterize a counseling professional

All students will be expected to model these dispositions during class meetings.

B. Assignments:

1. **MOODLE Discussion Participation** (30%).

You are encouraged to be active on the Collaboration/Discussion forum to learn from each other, minimum of 1 posting/week; up to 3 posting are recommended. Discussions on Moodle will be run with a seminar focus where students engage in active learning. Studies show that students with high participation records get better grades and comprehend more about a given subject. Please sign in to the course every other day (at a MINIMUM). Please be sure to read, contemplate, and respond to the postings provided by other students because reading, thinking and discussing what other students say will deepen your learning of the material. If the professor of the course poses a question, you **MUST** respond. Sometimes the posting will be to an individual; sometimes the posting will be to all of the students in the course. Your initial posting must be completed by the date that is provided on Moodle of any given week. Each discussion posting must be "unique". Unique means 2 things: your posting must present material that has not already been posted by another student and your posting must be more than merely supportive. Support is a very important part of your postings but you must factually argue why you are supportive based on material that is pertinent to the course (APA style). Points are mostly based on your presentation of factual material from the textbooks for this course so citing according to APA style is important.

2. Reflection Paper – Immersion Experience (20%): Each student will write a Reflection Paper on the immersion experience. The paper must be a minimum of 10 pages long (excluding the title page, abstract, reference page(s) and any figures or tables). Reflection papers allow you to communicate with your instructor about how a specific experience shapes your understanding of multicultural competence in the counseling profession. Reflection papers are personal and subjective, but they must still maintain an academic tone with academic language and be thoroughly organized. At least 2 references should be cited in APA format on the reference page. The reflection paper should be submitted on Moodle. **Due 09/26.** Your evaluation will be based on the provided rubric.

You have **two options** to fulfill the requirement of an **Immersion Experience**:

(1) Attend an event within a culture that is different from your own. This might include attending a service at a church that primarily serves members of a particular ethnic group, a gay pride festival a powwow, a festival event, a trip to a cultural center, visit to a reservation, etc. The idea is to be around and interact with people who are culturally different from you.

(2) You can also initiate a personal conversation with a person who is from a different culture than yourself either face to face or via the internet by videoconferencing or messaging.

Rubric – Reflection Paper – Immersion Experience

Criteria	1 Emerging	2 Progressing	3 Proficient	4 Exemplary
SOURCES / QUALITY of Information Strategies for personal and professional self-evaluation and implications for practice (S2.F.1.k) 20%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Addressed none of the issues below: Counselor Awareness of own cultural values and biases -What changed in your thinking based on this experience?	Integrated concepts from at least 1 cited source to support this section. Addressed 2 of the issues below but not precisely and clear: Counselor Awareness of own cultural values and biases -What changed in your thinking based on this experience?	Integrated concepts from at least 2 cited sources to support this section. Addressed 3 of the issues below but not precisely and clear: Counselor Awareness of own cultural values and biases -What changed in your thinking based on this experience?	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly & showed vast creativity. Addressed the issues below in a precise & clear manner: Counselor Awareness of own cultural values and biases -What changed in your thinking based on this experience?
The effects of power and privilege for counselors and clients (S2.F.2.e) 10%	-Are there behavioral changes that you can anticipate f. yourself?	-Are there behavioral changes that you can anticipate f. yourself?	-Are there behavioral changes that you can anticipate f. yourself?	-Are there behavioral changes that you can anticipate f. yourself?
Ethical and culturally relevant strategies for establishing/maintaining counseling relationships. (S2.F.2.d) 20%	Counselor Awareness of client's worldview -Describe how this event might be different from a similar event within your own culture.	Counselor Awareness of client's worldview -Describe how this event might be different from a similar event within your own culture.	Counselor Awareness of client's worldview -Describe how this event might be different from a similar event within your own culture.	Counselor Awareness of client's worldview -Describe how this event might be different from a similar event within your own culture.

Help-seeking behaviors of diverse clients (S2.F.2.f) 10%	Addressed none of the issues below in a precise & clear manner: -What might be the worldview of a client from this culture? -How might intersections of identity impact their worldview?	Addressed 2 of the issues below but not precisely and clear: -What might be the worldview of a client from this culture? -How might intersections of identity impact their worldview?	Addressed 3 of the issues below but not precisely and clear: -What might be the worldview of a client from this culture? -How might intersections of identity impact their worldview?	Addressed all of the issues below in a precise & clear manner: -What might be the worldview of a client from this culture? -How might intersections of identity impact their worldview?
SOURCES / QUALITY of Information Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (S2.F.1.e) 20%	Addressed none of the issues below but not precisely & clear: Community resources available to the cultural group (e.g. associations, counseling services, foundations, community clinics, community outreach groups).	Addressed 2 of the issues below but not precisely and clear: Community resources available to the cultural group (e.g. associations, counseling services, foundations, community clinics, community outreach groups).	Addressed 3 of the issues below but not precisely and clear: Community resources available to the cultural group (e.g. associations, counseling services, foundations, community clinics, community outreach groups).	Identified & Addressed the issues below in a precise & clear manner: Community resources available to the cultural group (e.g. associations, counseling services, foundations, community clinics, community outreach groups).
ORGANIZATION and PARAGRAPH CONSTRUCTION 5%	The information appears to be disorganized. Paragraphing structure was not clear and sentences were not related within the paragraphs.	Information is organized, but paragraphs are not well constructed. Paragraphs included related information but were typically not constructed well.	Information is organized with well-constructed paragraphs. Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Information is very organized with well-constructed paragraphs and subheadings. All paragraphs include introductory sentence, explanations or details, & concluding sentence.
MECHANICS and Academic LANGUAGE 5%	Many grammatical, spelling, or punctuation errors. Use of slang and informal language. The paper is shorter than 10 pages (excluding the title page, abstract, reference page(s) and any figures or tables).	A few grammatical spelling or punctuation errors. Use of informal and subjective language. The paper is either shorter than 10 pages or longer than 12 pages (excluding the title page, abstract, reference page(s)).	Almost no spelling, grammatical or punctuation errors. Use of formal language. The paper is 10 pages (excluding the title page, abstract, reference page(s)). The paper does miss an abstract or title page.	No grammatical, spelling or punctuation errors. Appropriate use of formal and objective academic language. The paper has 10 pages (excluding the title page, abstract, reference page(s)).
APA STYLE – SOURCES CITATION 10%	Some sources are not accurately documented in text and reference list.	All sources (information and graphics) are accurately documented, but many are not in the desired APA format.	All sources (information and graphics) are accurately documented, but a few are not in the desired APA format.	All sources (information and graphics) are accurately cited in the desired APA format.

3. Power Point Presentation – Immersion Experience (20%): After your completion of immersion experience and reflection paper, each student will prepare a 15-minute oral presentation (with power-point slides) that articulates his or her Immersion Experience in the community. This presentation should come from the student's personal experience of being around and interacting with people who are culturally different from you. The presentation should be submitted on Moodle. **Due 10/10.** Your evaluation will be based on the provided rubric.

Rubric – PP Presentation

Criteria	1 Emerging	2 Progressing	3 Proficient	4 Exemplary
SOURCES / QUALITY of Information Strategies for personal and professional self-evaluation & implications for practice (S2.F.1.k) 10%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Addressed none of the issues below: Counselor Awareness of own cultural values and biases -What changed in your thinking based on this experience?	Integrated concepts from at least 1 cited source to support this section. Addressed 2 of the issues below but not precisely and clear: Counselor Awareness of own cultural values and biases -What changed in your thinking based on this experience?	Integrated concepts from at least 2 cited sources to support this section. Addressed 3 of the issues below but not precisely and clear: Counselor Awareness of own cultural values and biases -What changed in your thinking based on this experience?	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly & showed vast creativity. Addressed all of the issues below in a precise & clear manner: Counselor Awareness of own cultural values and biases -What changed in your thinking based on this experience?
The effects of power and privilege for counselors and clients (S2.F.2.e) 10%	-Are there behavioral changes that you can anticipate f. yourself?	-Are there behavioral changes that you can anticipate f. yourself?	-Are there behavioral changes that you can anticipate f. yourself?	-Are there behavioral changes that you can anticipate f. yourself?
Ethical and culturally relevant strategies for establishing/maintaining counseling relationships. (S2.F.2.d) 10%	Addressed none of the issues below in a precise & clear manner: Counselor Awareness of client's worldview -Describe how this event might be different from a similar event within your own culture.	Addressed 2 of the issues below but not precisely and clear: Counselor Awareness of client's worldview -Describe how this event might be different from a similar event within your own culture.	Addressed 3 of the issues below but not precisely and clear: Counselor Awareness of client's worldview -Describe how this event might be different from a similar event within your own culture.	Addressed all of the issues below in a precise & clear manner: Counselor Awareness of client's worldview -Describe how this event might be different from a similar event within your own culture.
Help-seeking behaviors of diverse clients (S2.F.2.f) 10%	Addressed none of the issues below in a precise & clear manner: -What might be the worldview of a client from this culture? -How might intersections of identity impact their worldview?	Addressed 2 of the issues below but not precisely and clear: --What might be the worldview of a client from this culture? -How might intersections of identity impact their worldview?	Addressed 3 of the issues below but not precisely and clear: -What might be the worldview of a client from this culture? -How might intersections of identity impact their worldview?	Addressed all of the issues below in a precise & clear manner: -What might be the worldview of a client from this culture? -How might intersections of identity impact their worldview?

SOURCES / QUALITY of Information Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (S2.F.2.b) 10%	Addressed none of the issues below in a precise & clear manner: Culturally appropriate intervention strategies -Based on what you learned during this class, what are some themes that you might want to explore when working with clients from this culture?	Addressed 2 of the issues below but not precisely and clear: Culturally appropriate intervention strategies -Based on what you learned during this class, what are some themes that you might want to explore when working with clients from this culture?	Addressed 3 of the issues below but not precisely and clear: Culturally appropriate intervention strategies -Based on what you learned during this class, what are some themes that you might want to explore when working with clients from this culture?	Addressed all of the issues below in a precise & clear manner: Culturally appropriate intervention strategies -Based on what you learned during this class, what are some themes that you might want to explore when working with clients from this culture?
SOURCES / QUALITY of Information Multicultural counseling competencies (S2.F.2.c) 10%	Failed to Identify & address individual core issues related to multi-cultural competences to serve a diverse population. Did not describe a theory to explain how multicultural competences impact clients' well-being. Used NO source to support the own ideas and cited it accurately.	Identified & addressed individual core issues related to multi-cultural competences to serve a diverse population. Described a theory but did not build a meaningful relation to clients' well-being. Used at least 1 sources to support the own ideas and cited it accurately.	Identified & addressed individual core issues related to multi-cultural competences to serve a diverse population. Described a theory to explain how multicultural competences impact clients' well-being. Used at least 2 sources to support the own ideas and cited it accurately.	Identified & addressed individual core issues related to multi-cultural competences to serve a diverse population. Described a theory to explain how multicultural competences impact clients' well-being. Integrated supportive citations to own ideas in a smooth manner. Used at least 3 sources to support the own ideas and cited it accurately.
SOURCES / QUALITY of Information Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (S2.F.1.e) 10%	Addressed none of the issues below but not precisely and clear: Community resources available to the cultural group (e.g. associations, counseling services, foundations, community clinics, community outreach groups).	Addressed 2 of the issues below but not precisely and clear: Community resources available to the cultural group (e.g. associations, counseling services, foundations, community clinics, community outreach groups).	Addressed 3 of the issues below but not precisely and clear: Community resources available to the cultural group (e.g. associations, counseling services, foundations, community clinics, community outreach groups).	Identified & Addressed the issues below in a precise & clear manner: Community resources available to the cultural group (e.g. associations, counseling services, foundations, community clinics, community outreach groups).
POWER POINT presentation SLIDES 30%	Failed to outline the required topic	Insufficiently outlines: Slides and handouts had spelling, grammatical or punctuation errors. Font size and design was not professional and accurate.	Sufficiently outlines: Slides had almost no spelling, grammatical or punctuation errors. Font size and design was partially professional and accurate.	Successfully outlines: Slides were without grammatical spelling or punctuation errors. Font size and design was professional and accurate.

4. Multicultural Competences - Academic Paper (30%). Each paper must be based upon at least 5 research articles from peer-reviewed journals and professional books in the fields of counseling and/or psychology (this includes the texts). The major emphasis of the content is the theoretical foundation of multicultural counseling.

The paper must be written according to the APA style manual. The paper must be a **minimum of 10 pages** long (excluding the title page, abstract, reference page(s) and any figures or tables). Failure to turn in the paper will result in 0 points for this assignment. For each calendar day that your paper is turned in late, the grade will be dropped by 25%.

The paper has to be submitted on Taskstream and Moodle and is due **Nov 07th**.

The **first part** of this paper requires that each student **explores his/her own culture of origin**. You must include your race and ethnicity, to the extent that you know, since this is the focus of this course. You may also include your cultural values, beliefs, traditions, and parts of worldview(s) that have been passed down from generation to generation, up to the present time. Include, without limiting yourself to such areas as:

- a. The causes and nature of health and illness
- b. Notions of spirituality/religion
- c. The degree of responsibility that a person has over life choices
- d. Examples of ideal relationships with nature and other human beings (particularly family relationships)
- e. Attitudes about and approaches to education
- f. Approaches to understanding and expressing emotions

What is the meaning that you make of each of the above?

It can be challenging to write about one's own culture, and one's own life.

Though this is not a traditional research paper, at least five illustrative journal articles or other external sources should be cited in this paper. Academic papers require to use a formal and objective language and avoid slang and use of first-person pronouns. Ensure you address significant issues described in the rubric below.

The **second part** of the paper focuses on the portrait of a **Diverse Population** likely to be found in the western United States, different from one's own. Include the following: shared beliefs and practices, descriptions of subgroups, between and within group differences, communication styles, sociopolitical influences, acculturation issues, elements of collective spirituality, ideas about education, and ethical practice implications. Draw upon theory from your professional area (community mental health counseling, school counseling, school psychology, or student affairs).

The quality of your work on this assignment is determined by the degree to which you immerse yourself in a new cultural experience, and by the depth of your thinking about the experience.

Your evaluation will be based on the provided rubric below.

Rubric – Paper Multicultural Competences

Criteria	1 Emerging	2 Progressing	3 Proficient	4 Exemplary
SOURCES/ QUALITY of Information 10%	Used no academic peer-reviewed articles/professional books but some Internet links to provide information.	Used one/two academic peer-reviewed articles/professional books but also Internet links to provide and partially support inform.	Used three/four academic peer-reviewed articles/professional books but also Internet links to provide and support information.	Used five or more academic peer-reviewed articles/professional books to provide and support accurate information.
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (S2.F.2.d) 10%	The causes and nature of health and illness Failed to Identify individual core issues related to the own culture of origin. Used NO source to support the own ideas and cited it accurately.	The causes and nature of health and illness Identified individual core issues related to the own culture of origin. Described a general aspect that may have influenced this view. Used at least 1 sources to support the own ideas and cited it accurately.	The causes and nature of health and illness Identified and addressed individual core issues related to the own culture of origin. Described few general factors that may have impacted this view. Used at least 2 sources to support the own ideas and cited it accurately.	The causes and nature of health and illness Identified and addressed individual core issues related to the own culture of origin. Provided historical and environmental factors in detail that may have contributed to these perspectives. Integrated supportive citations to own ideas in a smooth manner. Used at least 2 sources to support the own ideas and cited it accurately.
The impact of spiritual beliefs on clients' and counselors' worldviews (S2.F.2.g) 10%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Addressed none of the issues below: -Notions of spirituality / religion -Degree of responsibility that a person has over life choices.	Integrated concepts from at least 1 cited source to support this section. Addressed 1 of the issues below but not precisely and clear: -Notions of spirituality / religion -Degree of responsibility that a person has over life choices.	Integrated concepts from at least 2 cited sources to support this section. Addressed 2 of the issues below but not precisely and clear: -Notions of spirituality / religion -Degree of responsibility that a person has over life choices.	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Addressed all of the issues below in a precise & clear manner: -Notions of spirituality / religion -Degree of responsibility that a person has over life choices.
Multicultural and pluralistic characteristics within & among diverse groups nationally and internationally (S2.F.2.a) 10%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Addressed none of the issues below: -Attitudes about and approaches to education - Approaches to understanding and expressing emotions	Integrated concepts from at least 1 cited source to support this section. Addressed 1 of the issues below but not precisely and clear: -Attitudes about and approaches to education - Approaches to understanding and expressing emotions	Integrated concepts from at least 2 cited sources to support this section. Addressed 2 of the issues below but not precisely and clear: -Attitudes about and approaches to education - Approaches to understanding and expressing emotions	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Addressed all of the issues below in a precise & clear manner: -Attitudes about and approaches to education - Approaches to understanding and expressing emotions
Strategies for identifying & eliminating barriers,	Relationship with nature and other human beings	Relationship with nature and other human beings	Relationship with nature and other human beings	Relationship with nature and other human beings

<p>prejudices, and processes of intentional & un-intentional oppression and discrimination (S2.F.2.h)</p> <p>10%</p>	<p>-Examples of ideal relationships with nature and other human beings (particularly family relationships)</p> <p>Failed to Identify individual core issues related to the own culture of origin. Used NO source to support the own ideas and cited it accurately.</p>	<p>-Examples of ideal relationships with nature and other human beings (particularly family relationships)</p> <p>Identified individual core issues related to the own culture of origin. Described a general aspect that may have influenced this view. Used at least 1 source to support the own ideas and cited it accurately.</p>	<p>-Examples of ideal relationships with nature and other human beings (particularly family relationships)</p> <p>Identified & addressed individual core issues related to the own culture of origin. Described few general factors that may have impacted this view. Used at least 2 sources to support the own ideas and cited it accurately.</p>	<p>-Examples of ideal relationships with nature and other human beings (particularly family relationships)</p> <p>Identified & addressed individual core issues related to the own culture of origin. Provided historical and environmental factors in detail that may have contributed to these perspectives. Integrated supportive citations to own ideas in a smooth manner. Used at least 2 sources to support the own ideas and cited it accurately.</p>
<p>Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (S2.F.2.b)</p> <p>10%</p>	<p>Failed to integrate any concepts from other sources in a meaningful way to support this section.</p> <p>Multicultural theory from your professional area Did not describe a theory to explain how multicultural competences impact clients' well-being.</p>	<p>Integrated concepts from at least 1 cited source to support this section.</p> <p>Multicultural theory from your professional area Described a theory but did not build a meaningful relation to clients' well-being.</p>	<p>Integrated concepts from at least 2 cited sources to support this section.</p> <p>Multicultural theory from your professional area Described a theory to explain how multicultural competences impact clients' well-being.</p>	<p>Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Multicultural theory from your professional area Described a theory to explain how multicultural competences impact clients' well-being.</p>
<p>Identify Multicultural counseling competencies (S2.F.2.c)</p> <p>10%</p>	<p>Used NO source to support the own ideas and cited it accurately.</p> <p>Failed to Identify & address individual core issues related to multi-cultural competences to serve a diverse population.</p>	<p>Used at least 1 source to support the own ideas and cited it accurately.</p> <p>Identified but failed to address individual core issues related to multi-cultural competences to serve a diverse population.</p>	<p>Used at least 2 sources to support the own ideas and cited it accurately.</p> <p>Identified & addressed individual core issues related to multi-cultural competences to serve a diverse population but not clearly.</p>	<p>Used at least 3 sources to support the own ideas and cited it accurately.</p> <p>Identified & addressed individual core issues related to multi-cultural competences to serve a diverse population in a clear manner.</p>
<p>Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (S2.F.1.e)</p> <p>5%</p>	<p>Addressed none of the issues below but not precisely and clear:</p> <p>Advocacy Processes needed to address institutional and social barriers to the cultural group that impede access, equity, and success for clients (e.g. associations, counseling services, foundations, community clinics,</p>	<p>Addressed 2 of the issues below but not precisely and clear:</p> <p>Advocacy Processes needed to address institutional and social barriers to the cultural group that impede access, equity, and success for clients (e.g. associations, counseling services, foundations, community clinics,</p>	<p>Addressed 3 of the issues below but not precisely and clear:</p> <p>Advocacy Processes needed to address institutional and social barriers to the cultural group that impede access, equity, and success for clients (e.g. associations, counseling services, foundations, community clinics,</p>	<p>Identified & Addressed the issues below in a precise & clear manner:</p> <p>Advocacy Processes needed to address institutional and social barriers to the cultural group that impede access, equity, and success for clients (e.g. associations, counseling services, foundations, community clinics,</p>

	community outreach groups).	community outreach groups).	community outreach groups).	community outreach groups).
Help-seeking behaviors of diverse clients (S2.F.2.f) 5%	Addressed none of the issues below in a precise & clear manner: -What might be the worldview of a client from this culture? -How might intersections of identity impact their worldview and help-seeking?	Addressed 2 of the issues below but not precisely and clear: -What might be the worldview of a client from this culture? -How might intersections of identity impact their worldview and help-seeking?	Addressed 3 of the issues below but not precisely and clear: -What might be the worldview of a client from this culture? -How might intersections of identity impact their worldview and help-seeking?	Addressed all of the issues below in a precise & clear manner: -What might be the worldview of a client from this culture? -How might intersections of identity impact their worldview and help-seeking?
ORGANIZATION and PARAGRAPH CONSTRUCTION 5%	The information appears to be disorganized. Paragraphing structure was not clear and sentences were not related within the paragraphs.	Information is organized, but paragraphs are not well constructed. Paragraphs included related information but were typically not constructed well.	Information is organized with well-constructed paragraphs. Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Information is very organized with well-constructed paragraphs and subheadings. All paragraphs include introductory sentence, explanations or details, & concluding sentence.
MECHANICS and Academic LANGUAGE 5%	Many grammatical, spelling, or punctuation errors. Use of slang and informal language. The paper is shorter than 10 pages (excluding the title page, abstract, reference page(s) and any figures or tables).	A few grammatical spelling or punctuation errors. Use of informal and subjective language. The paper is either shorter than 10 pages or longer than 12 pages (excluding the title page, abstract, reference page(s)).	Almost no spelling, grammatical or punctuation errors. Use of formal language. The paper is 10 pages (excluding the title page, abstract, reference page(s)). The paper does miss an abstract or title page.	No grammatical, spelling or punctuation errors. Appropriate use of formal and objective academic language. The paper has 10 pages (excluding the title page, abstract, reference page(s)).
APA STYLE – SOURCES CITATION 10%	Some sources are not accurately documented in text and reference list.	All sources (information and graphics) are accurately documented, but many are not in the desired APA format.	All sources (information and graphics) are accurately documented, but a few are not in the desired APA format.	All sources (information and graphics) are accurately cited in the desired APA format.

VII. Grading

A. Grade Calculation

1. There are 1000 points available for this course:

- (a) 300 points - **MOODLE Discussion Participation (30%)**.
- (b) 200 points - **Reflection Paper – Immersion Experience (20%) – 09/26**
- (c) 200 points - **PP Presentation – Immersion Experience (20%) – 10/10**
- (d) 300 points – **Multicultural Counseling Academic Paper (30%)11/07**

2. At the end of the quarter, grades will be assigned as follows:

- A: 100-90%
- B: 89-80%
- C: 79-70%
- D: 69-60%
- F: 59-0%

B. Late or missed work policy: For each calendar day that your assignment is turned in late, the grade will be dropped by 25%.

VIII. Attendance Policy

- UP Policy:
Students are expected to attend all classes and complete all assigned work.

Attendance includes attending on-campus classes and logging on a minimum of 3 times per week for on-line courses. The specific attendance and grading policy for each class is determined by the instructor and is listed in the course syllabus. Students who miss classes due to participation in University sanctioned events are required to make up any work or assignments they have missed in an equitable manner determined by the instructor and should not have their grade affected by the absence itself. In isolated cases involving family or medical emergencies, students are encouraged to speak with their instructors. Instructors may require documentation of family or medical emergencies.” (University of Providence Graduate Catalog: “Academic Policies”), UP Academic Policies - Website: <https://uprovidence-public.courseleaf.com/graduate/>

B. Instructor’s additions to the attendance policy

IX. Academic Misconduct

- UP Policy:
“Students should exhibit high standards of academic conduct. All acts of dishonesty in academic work constitute academic misconduct.

To view the complete University of Providence Academic Misconduct policy please see the Graduate Catalog found on the University of Providence <https://uprovidence-public.courseleaf.com/graduate/> (REQUIRED)
- A. The University of Providence strives to maintain an environment of trust, respect, and integrity that facilitates the pursuit of scholarly goals. As such, students are expected to exhibit high standards of academic conduct.

Cheating: Use or attempted use of unauthorized material, information, study aid, or electronic data that the student knows or should know is unauthorized in any academic assignment, exercise, paper, or examination. Cheating also encompasses the provision or acceptance of any unauthorized assistance during an examination or assignment to be completed individually, including but not limited to talking to another student, viewing or copying another student’s examination or assignment, making or receiving gestures from another student, or engaging another person to complete an assessment or examination in place of the student.

Plagiarism: Representation of another’s work as one’s own. This includes the unauthorized and unacknowledged use of the phrases, sentences,

paragraphs, ideas, illustrations, drawings, photographs, or computer programs of another whether by using exact or nearly exact words without quotation marks or by omitting citations or both. (*To see the full wording please visit the Graduate Catalog on the University of Providence Website: Academic Policies and Procedures section*).

Initial Procedure regarding Academic Misconduct

The course instructor meets with the student (either in person or video conferencing) to discuss the incident. The student will be informed of the course instructor's suspicions. The student may respond to the allegations and may bring witnesses, if deemed pertinent by the instructor.

The course instructor is the initial judge of whether a student is guilty of academic misconduct and, if necessary, assigns a sanction. This determination of responsibility shall be based upon the facts of the incident and whether it is more likely than not that the student is responsible for the alleged violation(s).

The student shall be provided written notification of the course instructor's decision and sanction, normally within five business days. The minimum penalty for an act of academic misconduct shall be a grade of "F" (failure) on the paper, assignment, or examination involved. More severe penalties may be enforced by individual instructors, provided that such penalties are identified in the course syllabus. The maximum penalty for plagiarism that may be levied is a grade of "F" (failure) for the course.

Copies of plagiarized work or other written evidence of the academic misconduct will be placed on file with the Coordinator of Student / Faculty Relations. This file is separate from the student's permanent academic file and confidential. First violations of the Code are a part of this confidential record. Second violations are handled on a case-by-case basis and will become part of the student's academic file only in those instances when subsequent offenses are serious enough to warrant inclusion.

Severe or repeated instances of academic misconduct will result in more severe sanctions up to and including expulsion. Appeal Should a student disagree with an instructor's judgment; the student may appeal the instructor's decision by following the "Academic Related Appeals Process". (University of Providence Catalog: "Academic Policies")

B. Instructor's additions to the Academic Conduct policy.

X. Provision for Special Needs

Accommodation for documented disabilities: If you have a documented disability and would like the professor to make accommodations, visit with Carilyn (Carrie Lynne) Voorhies, M.Ed., who started as the Disability Advocate this summer.

Carilyn can be reached at 406-791-5915 or by email at carilyn.voorhies@uprovidence.edu.

XI. Tentative Class Schedule and Outline

See last page of this syllabus

XII. Policy on Diversity:

University-level education is about broadening horizons and looking at academic issues from a variety of perspectives. With this in mind, the participants in this class are encouraged to bring their own life experiences and viewpoints to accept on classroom discussions and assignments. Along with the freedom to express one's own view comes the responsibility of race, ethnicity, age, principle, religion, gender, sexual orientation, marital-status, or political ideology. In other words: you must be kind. Intolerance is never acceptable.

XIII. Student Responsibilities and Tips for How to Do Well

- The “rule of thumb” for graduate courses is 3 or 4 hours of out of class work for each credit hour assigned to the course. For this 3-hour course, you should allocate at least 9 hours per week for reading, participating in the Moodle portion of the course, and writing papers.
- Please be sure to read the assigned chapters **prior** to answering the discussion board questions. Remember, points are earned based on your presentation of factual material.
- Some of the lecture time for this course comes from participating in the discussion boards. Please make sure that you allocate at least 3-4 hours/week to reading the assigned chapters and at least 2-3 hours/week to participating in the discussion boards.
- At a minimum, log into the Moodle component of the course every other day. This is one of the ways that you “come to class”. I encourage you to ask questions and voice your opinions! Treat this class as a live seminar with an online component. Sign in, think deeply, participate, and always be kind in your interactions with others. Remember, written words are much more likely to be misconstrued because of all of the non-written cues that are missing. Please be careful and considerate.
- Come to the semester begin meeting each semester. The meeting will provide you the opportunity to know one another personally.
- If you are not doing as well as you would like: please make an appointment to consult with Dr. Lindinger-Sternart or Dr. Roberts about how you can excel in this course.
- Due to the nature of discussions involved in this class, it is important that we respect each other’s opinions and values. You are expected to participate in online discussions in such a manner as to maximize learning for yourself and your classmates while maintaining a safe environment for open and free expression of ideas by adhering to professional guidelines becoming of a clinical mental health counselor.

Academic Support Centers

This is a great, FREE resource for students.

<https://www.uprovidence.edu/academics/student-academic-support/>

Trio Support Services

- Mathematics Center
- Writing & Critical Thinking Center
- Disability Services
- Academic Success Center

Counseling Service

To promote the growth and mental well-being of MSC students, the University of Providence has contracted with mental health service providers at the YWCA to provide mental health counseling for any MSC students regardless of their ability to pay for services. Counseling services can be access by calling (456) 252-1315.

The University of Providence also offers within the Academic Success Center mental health counseling on campus. The RENEW Wellness Center is committed to provide high quality counseling and wellness services to help our community achieve their highest potential and discover total wellness. Phone: 456-453-WELL (9355)

<https://www.uprovidence.edu/academics/student-academic-support/>

Academic Forms:

<https://www.uprovidence.edu/academics/registrars-office/academic-forms/>

About the Instructor

Diversity is appreciated and welcome in this classroom. I define myself as a global citizen and I believe in a collaborative learning environment and embrace diversity. It is my concern to meet each student's individual need. My door is usually open and if you are unable to meet during my office hours, additional hours can be requested. You may also email me with any questions or concerns. I look forward to working with you!

Because it will assist you in becoming an effective mental health counselor, you should become aware of your personal issues and bias. Awareness is key to developing insight and reflecting on your own experiences. Counseling service may help you to address your personal issues during your graduate program.

• **The grid - Goals & Objectives from the University:**

Master degree requirement	Competency objectives CACREP Standards	MSC 606 (Multicultural Competencies: Behavioral/course objectives	Assessment / Measurements
Reflective Learning: To apply major theoretical perspectives in their field of study to real-life cases and to reflect on these applications	The impact of heritage, attitudes, beliefs, understandings, & acculturative experiences on an individual's views of others (S2.F.2.d)	1. Analyzing how their own cultural background and experiences have influenced their values, attitudes, and biases about psychological processes.	Moodle forum participation Paper about multicultural competencies in counseling.
	Strategies for identifying & eliminating barriers, & processes of intentional & unintentional oppression & discrimination (S2.F.2.h)	2. Demonstrating knowledge of ethical and legal considerations so that students will be able to contrast their own beliefs and attitudes with those of their culturally different clients in a nonjudgmental manner.	Reflection Paper – Immersion Experience Paper about multicultural competencies in counseling.
	Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (S2.F.2.b)	3. Evaluating theories and models of multicultural counseling and articulating their understanding about how oppression, discrimination, and stereotyping affect individuals personally, professionally, institutionally, and in their cultural identity development and social justice advocacy.	Paper about multicultural competencies in counseling.
	Strategies for personal and professional self-evaluation & implications for practice (S2.F.1.k)	4. Integrating knowledge about verbal and non-verbal communication style differences, and analyzing how their style may clash with or foster the counseling process with persons different from themselves.	Reflection Paper – Immersion Experience PP presentation of student's interaction with different culture
Reflective Practice: To reflect and act on one's own ideas, analyses, values, and personal and organizational interests in relation to one's field of study	Impact of heritage, beliefs, attitudes, understanding & acculturative experiences on an individual's views of others (S2.F.2.d)	5. Demonstrating specific knowledge about particular groups and discuss life experiences, cultural heritage, family systems, and historical background of identified culturally different clients.	Reflection Paper – Immersion Experience Paper about multicultural competencies in counseling.
	Help-seeking behaviors of diverse clients (S2.F.2.f)	6. Evaluating how culture may affect psychological processes such as personality formation, vocational choices, psychological disorders and help seeking behaviors.	Reflection Paper – Immersion Experience PP presentation of student's interaction with different culture
	The effects of power and privilege for counselors and clients (S2.F.2.e)	7. Demonstrating knowledge about cultural influences that may impact self-esteem and self-concept in the counseling process.	Reflection Paper – Immersion Experience PP presentation of student's interaction with different culture
	Develop multicultural counseling competencies (S2.F.2.c)	8. Analyzing relevant research regarding mental health issues and culturally appropriate interventions including indigenous helping practices and help-giving networks among communities.	PP presentation of student's interaction with different culture

Reflective Scholarship: Understand the major theoretical perspectives within their field of study	Multicultural and pluralistic characteristics within and among diverse groups nationally & internationally (S2.F.2.a)	9. Participating in activities outside the academic setting (e.g. community events, social and political functions, celebrations, friendships, neighborhood groups, and so forth) to clarify their role in social justice, advocacy, & conflict resolution, & facilitate their knowledge of culturally different groups.	Paper about multicultural competencies in counseling. PP presentation of student's interaction with different culture
	the impact of spiritual beliefs on clients' and counselors' worldviews (S2.F.2.g)	10. Identifying and articulating how culturally different clients' religious and/or spiritual beliefs and values, including attributions and taboos, affect worldview, psychosocial functioning, and expressions of distress.	Paper about multicultural competencies in counseling.
	Advocacy processes needed to address institutional & social barriers that impede access, equity, & success for clients (S2.F.1.e)	11. Identifying strategies to eliminate barriers and knowledge about how to advocate at institutional and community levels on behalf of their clients.	Reflection Paper – Immersion Experience PP presentation of student's interaction with different culture

Zoom Meetings

1. Guest Speaker – ZAMBIA - Clare Mukolwe-Gallazzini

September 17th, 2021, from 6pm-8pm MT

Join Zoom Meeting

<https://us02web.zoom.us/j/89147230312?pwd=ME5RRkV2U1M1bVdjNDI1UGFIWmkyUT09>

Meeting ID: 891 4723 0312

Passcode: 607760

2. Guest Speaker – BRAZIL - Elisabeth Stiebitzhofer

October 15th, 2021, from 6pm-8pm MT

Join Zoom Meeting

<https://us02web.zoom.us/j/88500639798?pwd=cFpwWXNXdGJDKzBVcTJ1VIZiVHgydz09>

Meeting ID: 885 0063 9798

Passcode: 027291

Find your local number: <https://us02web.zoom.us/u/keD6yQfFs7>

TENTATIVE COURSE SCHEDULE

Date	Readings	TOPICS	CACREP Standard
WEEK 1 Aug 30-Sep 05	Chapter 1 Chapter 2	Obstacles to Cultural Competence The Superordinate Nature of Multicult. Couns.	(S2.F.1.k.) (S2.F.2.a.) (S2.F.2.b.)
WEEK 2 Sep 06-Sep 12	Chapter 3 Chapter 4	Multicultural Couns. Competence for Couns. Political & Social Justice Implications of Coun.	(S2.F.2.b.) (S2.F.2.c.) (S2.F.1.e.)
Sep 07-Tuesday	6pm-7pm	Moodle Collaborate Class Meeting	
WEEK 3 Sep 13-Sep 19	Chapter 5 Chapter 6	Impact of Syst. Oppression: Couns. Credibility Macroaggressions in Couns. & Psychotherapy	(S2.F.1.e.) (S2.F.2.d.)
Sep 17 - Friday 6pm-8pm MT	Zoom Meeting	Guest Speaker – African Country Zambia	Class Meeting
WEEK 4 Sep 20-Sep 26	Chapter 7 Chapter 8	Barriers to Multicultural Counseling & Therapy Communication Styles and Its Impact on Counseling	(S2.F.2.d.) (S2.F.2.f.)
Sep 26	Due 09/26	Reflection Paper – Immersion Experience (20%) 09/26 23:55 pm	(S2.F.2.d.)
WEEK 5 Sep 27-Oct 03	Chapter 9 Chapter 10	Multicultural Evidence-Based Practice Non-Western Indigenous Methods of Healing	(S2.F.2.h.) (S2.F.2.g.)
WEEK 6 Oct 04-Oct10	Chapter 11 Chapter 12	Racial/Cultural Ident. Devel.- People of Color White Racial Identity Development: Counseling Implications	(S2.F.2.h.) (S2.F.2.d.) (S2.F.2.h.)
WEEK 7 Oct 11 –Oct 17	Chapter 13 Chapter 14, Chapter 15	Culturally Competent Assessment Counseling African Americans / American Indians, Native Americans	(S2.F.2.d.) (S2.F.2.c.)(S2.F.2.d.) (S2.F.2.c.)(S2.F.2.d.)
Oct 15 - Friday 6pm-8pm MT	Zoom Meeting	Guest Speaker – South America - Brazil	
Oct 17	Due 10/17	PowerPoint Presentations (20%) 10/10	(S2.F.8.b.)
WEEK 8 Oct 18 –Oct 24	Chapter 16 Chapter 17, 18	Counseling Asian Americans & Pac. Islanders Counseling Latinas/os / Counseling Multiracial Individuals	(S2.F.2.c.)(S2.F.2.d.) (S2.F.2.c.)(S2.F.2.d.)
Oct 24	Due 10/24	Outline Multicultural Competences PAPER	
WEEK 9 October 25 – 31	Fall Break		
WEEK 10 Nov 01–Nov 07	Chapter 19 Chapter 20	Counseling Arab Americans & Muslim Am. Counseling Immigrants and Refugees	(S2.F.2.c.)(S2.F.2.d.) (S2.F.2.c.)(S2.F.2.d.)
WEEK 11 Nov 08–Nov 14	Chapter 21 Chapter 22	Counseling Jewish Americans Counseling Individuals with Disabilities	(S2.F.2.c.)(S2.F.2.d.) (S2.F.2.c.)(S2.F.2.d.)
WEEK 12 Nov 15–Nov 21	PAPER due	PAPER (30%) DUE – Friday, November 21, 2020, 23:55 pm	(S2.F.2.a.)(S2.F.2.b.) (S2.F.2.d.)(S2.F.2.g.) (S2.F.2.h.)
WEEK 13 Nov 22–Nov 28	Chapter 23 Chapter 24	Counseling LGBT Individuals Counseling Older Adults	(S2.F.2.c.)(S2.F.2.d.) (S2.F.2.c.)(S2.F.2.d.)
Nov 24 - 26		Thanksgiving – Campus Closed	
WEEK 14 Nov 29–Dec05	Chapter 25 Chapter 26	Counseling Individuals Living in Poverty Counseling Women	(S2.F.2.c.)(S2.F.2.d.) (S2.F.2.c.)(S2.F.2.d.)
WEEK 15 Dec06–Dec12	Tu 12/14 6pm-8pm	CLASS Meeting – Reflection and Discussion Brief verbal presentations about immersion experience and final paper	
WEEK 16 Dec13–Dec17		Finals Week	