DESCRIPTION

This course defines and examines the importance of understanding cultural and ethnic attributes and the impact these attributes have on relationships, professional issues and trends, and the counseling relationship. Attention is given to the influence on the counseling relationship of gender roles, ethnic groups, urban and rural societies, cultural mores, various family life patterns, and personal constructs including but not limited to religion, sexual orientation, race, age, ability, gender, ethnicity, etc.; related counselor self-awareness; counselors' roles in eliminating biases and oppression; theories of multicultural development and identity formation; social advocacy for diverse populations; related ethics and ethical decision making models; and culturally supported wellness. Self-growth experiential activities are associated with this course content.

Content Areas: social and cultural diversity, helping relationships, professional orientation and ethics

MATERIALS

Counseling the Culturally Diverse: Theory and Practice

Author: Sue, D. W., & Sue, D.
Publisher: John Wiley & Sons
Edition: 8th

Tevera Field Placement and Assessment Management Program

Access to Tevera is provided through registration in COUN 0200.
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Corresponding assessments</th>
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</thead>
<tbody>
<tr>
<td>Knowledgeable of multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally; (2.F.2.a. CACREP 2016; II.G.2.a. CACREP 2009)</td>
<td>Exams, Papers, Cultural Research Social Justice Presentation</td>
</tr>
<tr>
<td>Knowledgeable of the attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients; (2.F.2.d. CACREP 2016; II.G.2.b. CACREP 2009)</td>
<td>Exams, Papers, Cultural Research Social Justice Presentation, PSE</td>
</tr>
<tr>
<td>Identify and describe theories and models of multicultural counseling, identity development, social justice, and advocacy; (2.F.2.b. CACREP 2016; II.G.2.c. CACREP 2009)</td>
<td>Exams, Papers, Cultural Research Social Justice Presentation, PSE</td>
</tr>
<tr>
<td>Describe individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies; (2.F.2.c CACREP 2016; II.G.2.d CACREP 2009)</td>
<td>Exams, Papers, Cultural Research Social Justice Presentation, PSE</td>
</tr>
<tr>
<td>Knowledgeable of counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; (II.G.2.e. CACREP 2009)</td>
<td>Exams, Papers, Cultural Research Social Justice Presentation, PSE</td>
</tr>
<tr>
<td>Identify and eliminate biases, prejudices, and processes of intentional and unintentional oppression and discrimination; (2.F.2.h. CACREP 2016; II.G.2.f. CACREP 2009)</td>
<td>Exams, Papers, Cultural Research Social Justice Presentation</td>
</tr>
<tr>
<td>Knowledgeable of the effects of power and privilege for counselors and clients; (2.F.2.e. CACREP 2016)</td>
<td>Exams, Papers, Cultural Research Social Justice Presentation, PSE</td>
</tr>
<tr>
<td>Knowledgeable about the help-seeking behaviors of diverse clients (2.F.2.f. CACREP 2016)</td>
<td>Exams, Papers, Cultural Research Social Justice Presentation</td>
</tr>
<tr>
<td>Understand the impact of spiritual beliefs on clients’ and counselors’ worldviews (2.F.2.g. CACREP 2016)</td>
<td>Exams, Papers, Role Plays, Cultural Research Social Justice Presentation, PSE</td>
</tr>
</tbody>
</table>
2016 CACREP standards apply to the Clinical Mental Health Counseling emphasis at the following campuses: Columbia, Charleston, and Myrtle Beach.

**2009 CACREP standards apply only to the Clinical Mental Health Counseling track at the Webster Groves campus.**

*While the program is neither accredited nor currently actively preparing for accreditation at other campuses, students at other campuses and/or enrolled in other tracks are still held to these standards as these represent best practices in the field of counselor education.*

**DELIVERABLES**

**Participation**

Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material.

Weekly class attendance and participation in discussion activities may include:

- Regular in-class viewing and discussions on culture-specific video presentations depicting the history of oppression, various world-views, communication and counseling strategies, identity development issues, ethical issues, etc.
- Experiential activities to include culture-specific case scenarios and role-playing.
- Guest speakers addressing culture-specific issues related to growth and development of a population will be invited if schedule permits.

**Self-Exploration Project: Four-part paper**

Write an 8-10 page double spaced paper exploring the following:

A. Your ethnic and cultural background.
   - Describe your ethnic/culture
   - Discuss what aspects/qualities of your ethnic/cultural background are prominent in your life (e.g., language, religion, character traits) and the childhood experiences that reinforced them
   - Describe the childhood and adolescent experiences or relationships that shaped your view of people who are culturally different than you. What is your current view of people who are culturally different than you?

B. The cultural values you currently hold.
   - What cultural values do you currently hold (address time, activity, relational, basic human nature, religion)?
   - Which of these values will be different from common values of African Americans, Asian Americans, Hispanic Americans, or Native Americans?
   - How do you plan to manage values conflicts with your clients?

C. Describe your process in racial identity development.
   - What stage are you currently experiencing? Give examples.
   - What factors/experiences influenced your progression?
D. How have you been impacted by various “isms” including but not limited to those involving race, color, national origin, citizenship status, creed, religion, religious affiliation, age, sex, marital status, sexual orientation, gender identity, disability, veteran status, or any other protected status under applicable law?

Reflect upon your life and discuss some of the most important influences on your development, including self-esteem, and self-concept – such as who you are and how you became the person and professional that you are today. Discuss your worldview and philosophy of life – in other words, what guides (e.g., values, beliefs, practices, etc.) your decisions and behavior? Who were some of the important influences and how did you develop this set of guiding values, attitudes, and behaviors? Focus will be toward constructs such as self-concept, self-esteem, and identity development.


Paper on World Religions

This paper will be based upon your research and critical examination of all of the following faiths/religions: Hinduism, Islam, Taoism, Confucianism, Buddhism, Baha’i, and Judaism. Your discussion should include reflections of your own religious beliefs and practices and how it relates to these other religions/faiths.

Your paper should be 7 pages not including title page and references.

Report and Presentation of Cultural Plunges/Immersion

You are required to write a report discussing your two "cultural plunges" into a culture that is different from your own. For your "cultural plunges," you must immerse yourself in another cultural environment where you will discover their values, beliefs, customs/traditions, lifestyle, and worldview. This cultural environment can include participating in culturally-related events and befriending someone from a different ethnic group or other underrepresented groups. Further, you must experience both of your cultural plunges on your own, that is, other members of this class may not attend this event with you. Also, you must inform the instructor of your proposed cultural plunge to ascertain its appropriateness to the course assignment.

In this report you are to integrate your observations with discussions presented in class and in readings. Your paper should provide a general description of your own culture which needs to be different from that of your observed group; a detailed description of the cultures you have immersed into; a detailed description of your reactions both while participating in the "plunge" and reflections based on your feelings afterward; and then an analysis of your thoughts, feelings, and attitudinal changes, along with an integration of these with discussions presented both in class and in readings.

Your report should be 10-12 pages. You are given 10 minutes to present your immersion experience to the class.
Final Group Presentation & Research Project

Cultural Research/Social Justice Presentation:

You are required to present on a culturally underrepresented population in the local area and discuss counseling implications related to that population. That is:

- Select a marginalized or underrepresented group **different from you** (for example, African Americans; African; Asians; Latin Americans; Refuge/Immigrants; Persons with Disability, Gay, Lesbian, Bisexual, Transgender or any subculture within these groups) residing in the local area. Describe the characteristics and/or concerns that are unique to this group. This should include (but is not limited to) a brief description of their historical background, culture, values, beliefs, customs/traditions, and worldview. Your presentation must be based upon your contact with the specific population, professionals working this population, and research citations.
- Discuss considerations counselors need to keep in mind when counseling this particular group. What approach/es will you use and why do you think this approach will be successful? Again, your response must be supported by research/readings.
- How will your worldview (including values and beliefs) impact your work with this population?
- Service Learning (See below)

Presentation Format:

Presentations must be conducted in PowerPoint. A detailed handout addressing the above (A and B) issues/requirements must be provided for your audience. Your presentation will be evaluated based upon how successfully you have addressed the above, depth of your research, handouts, and your professionalism. Each presenter will be evaluated by classmates based on the rubric posted on CANVAS.

Your group will conduct a 50-60 minute classroom presentation that will focus on a cultural, diverse, or ethnic group you select from our course topics (or one you come up with as a group which must be approved by the instructor) and social justice implications. Pick a population to research and advocate. In order to give a comprehensive presentation, you must do the following:

A. Create a PowerPoint presentation about your selected group. Include the following:
   - characteristics, cultural values, and strengths,
   - discrimination issues, micro aggressions, and
counseling implications including specific challenges and best practices.

B. You will decide on one cause/social issue among your selected group. Your group must participate in an activity with an organization.
   - Statement of Social Justice concerns or problems.
   - What contributes to this problem or concern?
   - Solutions. What are some actions that can be taken to address or alleviate this problem or concern?
   - What are some organizations that help? What do they do to help? (Conduct at least one interview with a representative of an organization that provides assistance for your cause.) Include interview information on PowerPoint (1 slide). Provide resources to peers of your organization.
   - What can WE (counselors) do?
   - Conclusion: Summary- What did YOU learn?
   - What has your group done to help dismantle the oppressive nature of this cause? (Include: volunteer experience, attended activities, advocated activities, met with organization, etc.)
Present handouts including relevant information about your selected groups and your annotated bibliography (3 scholarly articles and 2 book reference minimum).

Final Examination

Professional Skills Evaluation (PSE)

The PSE will be used in this course for ethical and regular evaluation of professional counseling skills development. This form was developed based on proficiencies necessary to succeed in the field of professional counseling and aligns with ACA Code of Ethics (2014) and professional standards (CACREP, 2009/2016). It will be administered to all students in this course at the end of the term. The professional judgment of the instructor is used in the administration of the PSE; the instructor’s subjective and professional opinion is inherent in this process and is considered mandatory by the ACA Code of Ethics. Students evidencing deficiencies in course related skills may be required to meet with the instructor outside of class time. Confidentiality will occur throughout this process; however, PSE’s will be filed in students’ files and may be reviewed at a later date by program faculty for comparison of development of counseling and interpersonal skills, adherence to ethical code and conduct, integration of multicultural awareness, openness to supervision, use of ethical conduct, etc.

The PSE form is available in the Counseling Student Handbook.

Required Readings and Assignments

Completion of all required readings and assignments on schedule. All projects and assignment topics must be approved by the instructor.

Service Learning Extra Credit

It is encouraged that students engage in a service learning opportunity as a complement to the course assignments. This includes volunteering in events students participate in during their cultural immersions and/or final group project. Students earn extra points (10 possible points) if they engage in a service learning opportunity.

EVALUATION

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<td>Self–exploration Project</td>
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<tr>
<td>Paper on World Religions</td>
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<td></td>
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<tr>
<td>Report and Presentation on Cultural Immersion</td>
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<td>Final exam</td>
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<tr>
<td>Cultural Research/Social Justice Presentation</td>
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<tr>
<td>Professional Skills Evaluation (PSE)</td>
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Breakdown

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<td>C</td>
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<td>F</td>
<td>69 or less</td>
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COURSE POLICIES

Course Attendance

The University reserves the right to drop a student who does not attend the first class. Any absence or tardiness in this accelerated program will result in a significant loss of learning. Students are expected to attend all class sessions of every course. One unexcused absence in this course may result in dropping the student one full letter grade with a second unexcused absence requiring that the student withdraw from the class. If it is too late to withdraw, the final grade will be an automatic F.

Students are expected to write at a graduate level and come to class on time, having completed the reading assignments so they are prepared to ask questions and participate in all activities. Students coming to class late or leaving class early will be considered ‘absent’ for that class session unless approved in advance by the instructor.

Participation

Participation is required in all counseling courses. Being prepared to participate in class is equivalent to being prepared to participate in counseling sessions with your clients. Students are expected to come to class having already read the assigned material and completed the assignments. Students are expected to be active participants in the learning process, exhibiting attention, professionalism, and respect during discussions and other classroom activities. These are key behaviors for counselors; ensure you are evidencing them in class.

Additionally, counselors are often required to lead group counseling, educate large groups on various topics, present in court, and perform public presentations of various types. Students who have difficulty speaking out loud in class, making presentations to the class, and participating in class discussions regularly should seek guidance from their advisor about these concerns.

Students are subject to appropriate academic penalty for incomplete or unacceptable work, or for excessive or unexcused absences (see Course Attendance section for this). See the Grading section on individual course syllabi for further information.

Use of Personal Electronic Devices

Turn off all cell phones during class unless otherwise advised by the instructor. Absolutely no: texting, taking of calls, emailing, unauthorized web activity, or social media use during class. If you have a potential emergency brewing during class time and need to be available by cell (sick child, dying relative, suicidal client) you are required to notify instructor at the beginning of class and take any call outside of class. More than one of these events will require a personal meeting with the instructor scheduled for non-class time.

Expectations for writing competency

Writing competency is important in graduate school. As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/serving to write professionally. Take this task seriously and consult the Academic Resource Center or enroll in a writing course if you are told you need assistance on writing assignments. The grade penalty will be heavy for lack of simple proofing of grammar, spelling, and APA formatting on all assignments. Please consult the rubric in the syllabus for specific grading impact.
Subjective aspect of grading

The grading of this course includes a subjective component to it based upon the professional experience and expertise of the instructor. The Counseling faculty recognize that counseling skills, counselor effectiveness, and professionalism cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should demonstrate marked progress toward the course objectives as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor. It is possible to excel academically and receive a less than satisfactory final grade. Thus, all grades will reflect a combination of objective and subjective assessment.

Self-awareness, safety of disclosure, appropriate interpersonal skills and ACA Code of Ethics

This course is taught in a manner that provides a safe, welcoming and inclusive environment for students of all racial, ethnic, gender identities and variances, sexual orientations, economic classes, ages, ability statuses, and religions. Students are encouraged to use language and communication that is respectful and culturally appropriate.

In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends. Maintaining confidentiality is the primary ethical principle of counselors and violations are serious.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important that everyone feels safe, comfortable, and free to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another’s positions; relating to others in an empathic manner occurs in class just as with clients. You are encouraged to make your feelings and thoughts known, yet, to do so in a “counselor manner”, i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, openness to supervision and instruction by the faculty (or site supervisor) is an important element of counselor development. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others—both positive and negative; accepting and applying feedback from instructor; being proactive in seeking out needed experiences, feedback, etc.; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

ACA Code of Ethics (2014)

Counselors [Counselors-in-training] have a responsibility to read, understand, and follow the ACA Code of Ethics and adhere to applicable laws and regulations (see C.1.). Students and supervisees have a responsibility to understand and follow the ACA Code of Ethics. Students and supervisees have the same obligation to clients as those required of professional counselors (see F.5.a.).
INSTITUTIONAL POLICIES

Academic Policies

Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

Undergraduate Studies Catalog

The Undergraduate Studies Catalog contains academic policies that apply to all undergraduate students. The *academic policies and information* section of the catalog contains important information related to *attendance, conduct, academic honesty, grades, and more*. If you are an undergraduate student, please review the catalog each academic year. The current Undergraduate Studies Catalog is at:

http://www.webster.edu/catalog/current/undergraduate-catalog/

Graduate Studies Catalog

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The *academic policies* section of the catalog contains important information related to *conduct, academic honesty, grades, and more*. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

http://www.webster.edu/catalog/current/graduate-catalog/

Grading

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

Undergraduate

http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading

Graduate

http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades

Incomplete

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that he/she understands and follows the policies.
Grade Appeals

Instructors are responsible for assigning grades, and students should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

Academic Honesty Policy

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others' work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The University’s Academic Honesty Policy is published in academic catalogs:

*Undergraduate*

http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html

*Graduate*

http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html

As a part of the University commitment to academic excellence, the Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:

http://www.webster.edu/arc/plagiarism_prevention/

Statement of Ethics

Webster University strives to be a center of academic excellence. The University makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University’s statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

*Undergraduate*

http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics
Important Academic Resources

Academic Accommodations

Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the ADA Coordinator at the main campus. The ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu.

If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

Academic Resource Center

Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc or Loretto Hall 40 on the main campus for more information.

University Library

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the University’s worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all of these resources and services is http://library.webster.edu. For support navigating the library’s resources, see http://libanswers.webster.edu/ for the many ways to contact library staff.

Drops and Withdrawals

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:
Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html

Academic Calendar - http://www.webster.edu/academics/academic-calendar/

Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the “Tuition, Fees, and Refunds” section of Webster’s Academic Catalogs:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/tuition.html

Student Handbook and Other Important Policies

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:

http://www.webster.edu/student-handbook/

Sexual Assault, Harassment, and Other Sexual Offenses

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

http://www.webster.edu/sexual-misconduct/

Research on Human Subjects

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:

http://www.webster.edu/irb/index.html

Course Evaluations

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please
provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

Important Technology Information

Connections Accounts

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming University email. Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

http://www.webster.edu/technology/service-desk/

WorldClassRoom

WorldClassRoom is Webster’s Learning Content Management System (LMS). Your instructor may use WorldClassRoom to deliver important information, to hold class activities, to communicate grades and feedback, and more. WorldClassRoom is available using your Connections ID at:

https://worldclassroom.webster.edu/

Webster Alerts

Webster Alerts is the University’s preferred emergency mass notification service, available free to current students, faculty and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice mail and email communications. Valuable information concerning a range of incidents affecting you - from weather-related campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit:

http://www.webster.edu/technology/services/webster-alerts/

SCHEDULE

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<tr>
<td>Week 1</td>
<td>Introduction and Overview Multicultural Competence</td>
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<tr>
<td></td>
<td>“Shadow of Hate”</td>
<td><strong>Readings for this week:</strong> Sue &amp; Sue chapters 1-4</td>
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<td><strong>Assignments and activities:</strong> Sign up for group presentation</td>
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<td><strong>Reading for this week:</strong> Sue &amp; Sue chapters 5-7</td>
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<td>Week 2</td>
<td>Terminology</td>
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<td>When</td>
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<td>Stereotypes &amp; Oppression</td>
<td>Assignments and activities: readings</td>
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<td>Week 3</td>
<td>Barriers to Communications</td>
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<td>Verbal, Nonverbal, Cross-cultural Communications</td>
<td>Assignments and activities: Self-exploration paper due</td>
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<td>Identity Development</td>
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<td>Collectivism vs. Individualism</td>
<td>Assignments and activities: readings; cases</td>
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<td>Asians and Internationals</td>
<td>Reading for this week: Sue &amp; Sue chapters 16 &amp; 18; additional material</td>
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<td>Assignments and activities: readings; cases Paper on World Religions due</td>
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<td></td>
<td>Counseling LGBTQ</td>
<td>Reading for this week: Sue &amp; Sue chapters 22, 23 &amp; 26; additional material</td>
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<td>Counseling People with Disabilities</td>
<td>Assignments and activities: readings; cases</td>
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<td>Counseling Latinx Americans</td>
<td>Reading for this week: Sue &amp; Sue chapters 14, 15, 17, 19 &amp; 26; additional material</td>
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<td>Counseling African Americans</td>
<td>Assignments and activities: readings; cases Report &amp; Presentation of Cultural Immersion due</td>
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<td>Counseling Refugee and New Immigrants</td>
<td>Reading for this week: Sue &amp; Sue chapters 20, 21, 24 &amp; 25; additional material</td>
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<td></td>
<td>Researching Diverse Populations &amp; Future Considerations for Counseling Diverse Populations</td>
<td>Assignments and activities: Cultural Research/Social Justice presentations; PSE Meetings</td>
</tr>
</tbody>
</table>
# Rubric for Self-Exploration Project: Four-Part Paper

**Body of the presentation**

1. Your ethnic and cultural background.
   - Discuss what aspects/qualities of your ethnic/cultural background are prominent in your life (e.g., language, religion, character traits) and the childhood experiences that reinforced them.
   - Draw your ethnic/cultural genogram (example is attached)
   - Describe the childhood and adolescent experiences or relationships that shaped your view of people who are culturally different than you.
   - What is your current view of people who are culturally different than you?
   - ____/pts

2. The cultural values you currently hold.
   - What cultural values do you currently hold (address time, activity, relational, basic human nature, religion)?
   - Which of these values will be different from common values of African Americans, Asian Americans, Hispanic Americans, or Native Americans?
   - How do you plan to manage values conflicts with your clients?
   - ____/pts

3. Describe your process in racial identity development.
   - What stage are you currently experiencing? Give examples.
   - What factors/experiences influenced your progression?
   - ____/pts

4. How have you been impacted by various “isms” including but not limited to those involving race, color, national origin, citizenship status, creed, religion, religious affiliation, age, sex, marital status, sexual orientation, gender identity, disability, veteran status, or any other protected status under applicable law?
   - Reflect upon your life and discuss some of the most important influences on your development, including self-esteem, and self-concept – such as who you are and how you became the person and professional that you are today. Discuss your worldview and philosophy of life – in other words, what guides (e.g., values, beliefs, practices, etc.) your decisions and behavior?
   - Who were some of the important influences and how did you develop this set of guiding values, attitudes, and behaviors? Focus will be toward constructs such as self-concept, self-esteem, and identity development.
   - ____/pts

**References & Citations (APA style)**

- Does the body of the paper cite sources as necessary and properly related to the case conceptualization?
  - ____/pts

**Writing Style**

- Is the paper free from grammar errors (APA style)? (Voice)
- Is the paper free from spelling and punctuation errors (APA style)?
- Does the paper follow the margin, font, and page specification found in the paper guidelines? (8-10 pages, 12-point font, 1” margins, double spacing, APA Style)
  - ____/pts

Instructor Initials _______________  Total Points: ________/pts
Sign-up Form for Cultural Research/Social Justice Presentations

Pick a topic and then pick a night to present. Each group will get a different topic, so first come, first serve.

<table>
<thead>
<tr>
<th>Date to Present</th>
<th>Topic</th>
<th>Group Members (groups of 2-4)</th>
<th>Name of Topic</th>
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<tbody>
<tr>
<td></td>
<td>Counseling Black Americans/African Americans</td>
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<td>Counseling Indigenous Americans</td>
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<td>Counseling people of multi-ethnic descent</td>
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<td>Counseling Asian Americans and Pacific Islanders</td>
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<td>Counseling Muslim Americans</td>
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<td>Counseling immigrants and refugees</td>
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<td>Counseling LGBTI+ populations</td>
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<td>Counseling and Poverty</td>
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<td>Counseling Older/Elder Adults</td>
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<td>Counseling People with Disabilities</td>
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<td>Counseling Latinos/Latinx</td>
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<td>Counseling Internationals</td>
<td>1. 2. 3. 4.</td>
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</tbody>
</table>
# Rubric for Cultural Research/Social Justice Presentations

**Name:** ____________________________________  **Date:** ____________________

- Appropriate APA style title page.  
- Grammar, sentence flow, quality of writing  
- Introduced topic population and following counseling implications:  
  - characteristics, cultural values, and strengths,  
  - discrimination issues, micro aggressions, research literature review  
  - counseling implications including specific challenges and best practices.  
  ____/pts

## Social Justice

### Introduction

- Does the introduction include a clear and concise statement of Social Justice concerns or problems?  
  ____/pts

### Body

- What contributes to this problem or concern?  
- Solutions. What are some actions that can be taken to address or alleviate this problem or concern?  
- What are some organizations that help? What do they do to help?  
- Include detailed information. Provide resources to peers.  
- Action. What can WE (counselors) do?  
  ____/pts

### Conclusion

- Is there a conclusion?  
- Conclusion: Summary- What did YOU learn?  
- What have you done to help dismantle the oppressive nature of this cause? (Include: volunteer experience, attended activities, advocated activities, met with organization, etc.)  
  ____/pts

## Presentation Style

- Is the presentation well organized?  
- Is the presentation free from grammar errors (APA style)? (Voice)  
- Is the presentation free from spelling and punctuation errors (APA style)?  
- Does the body of the presentation cite sources as necessary and properly related to the topic (APA style)?  
  ____/pts

## Group Interpersonal Skills

- Is the team connected with each other?  
- Did team meet time/presentation requirements?  
- Is team cohesive?  
- Is group demonstrating appropriate interpersonal skills?  
- Is each group member sharing the same amount of work and presenting?  
  ____/pts.

**Instructor Initials ________________**  **Total Points: _________/pts**