



**I. Course Title:** Multicultural Issues In Counseling (3 credits)  
**Course Number:** COUN 5710, Section 61

**II. Professor:** Tadesse Giorgis, Ph.D., LCPC  
**Email:** tgiorgis@csu.edu  
**Semester:** Tuesday 5:00 – 7:50 p.m.  
HWH 306

**Credit Hours:** 3 – Graduate Credits  
**Office Hours:** T Wed , TH 2:00 - 5:00 PM.

**III. Attendance Policy:**  
*Two excused absences* are allowed with *prior notification*. *More than two unexcused absences* will result in a grade reduction and possibly administrative withdrawal from the course per Chicago State University attendance guidelines. In addition, I will consider attendance in the calculation of borderline final grades.

**IV. ADA Policy:**  
The College of Arts and Sciences and the Department of Psychology are strongly committed to taking all reasonable steps to ensure that our students are able to work to their fullest potential. The Abilities Office provides services for all students in attendance at Chicago State University with verified disabilities. Please direct all requests for accommodations due to a disability to the Abilities Office (773) 995-4401. The Office is located in the Student Union Building, Room 198.

**V. Course Prerequisite:**  
COUN 5600/ or 5611 or concurrent enrollment. Admission into the master's degree program.

**VI. Conceptual Framework:**  
The College of Education's conceptual framework serves as the model for preparing all candidates to succeed in helping all urban families and children learn. This preparation is characterized and distinguished by five core themes: (1) partnerships with the education community; (2) assessments of teaching and learning that are consistent and frequent; (3) contextualized teaching experiences; (4) technology-integrated curricula and instructional delivery and (5) standards-based teaching and learning. This course provides a basic foundation upon which an understanding of family systems counseling can promote the learning process for youth.

**Department Mission**

The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of urban youth and their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

**VII. Course Description:**

This course is designed to develop expertise in counseling individuals from diverse backgrounds, including, but not limited to individuals of African American, Hispanic, Asian and Native American heritage. It includes a study of change, ethnicity, roles of women, and sexism, urban and rural societies, changing populations, cultural mores, and differing life patterns.

**VIII. Method of Instruction:**

This course is designed to examine the impact of privilege on students' perception of culture, diversity and identity. The goal is to promote a broader and in-depth understanding of self, especially in relationship to issues of multiculturalism and diversity. The ultimate goal is to enhance the overall competencies of the counselor-in-training so that counseling services may be rendered more effectively within the context of the culture and life expectancies of the client. Students will explore their own culture and reactions to and perceptions of persons who are different. The course specifically examines class, ableness, gender, socioeconomic status (SES), ethnicity and sexual orientation, and the interaction between those statuses and clinical issues. This course will provide diverse learning opportunities through didactic instruction and shared experience and introspection. To facilitate students' growth and development in this area, this course will include a combination of lecture, case studies, group activities, videos, media analysis, student presentations, and interactive exercises including role-plays, and examinations and written assignments.

**Use of Technology:**

Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via Moodle (the CSU online learning system located at [www.csu.edu](http://www.csu.edu)), open attachments, and conduct a library search online. The CSU Moodle will be used to make announcements, post lecture notes, course documents, videos, and assignments. Email will be used to send message to the class and to individual students. As such, it is your responsibility to ensure that you have access to Moodle and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either Moodle or your email account, contact Academic Computing as soon as possible. If you do not utilize your university email account, Academic Computing can assist you in having your messages forwarded to the address of your preference.

**IX. Program Objectives met in this Course**

1. Integrate knowledge of human growth and development into the diagnostic and counseling process.
2. Appropriately use counseling assessment, research, and evaluation protocols.
3. Use the analysis of the dynamics of the helping relationship in the counseling process.
4. Prepare and utilize effective educational and career planning in school/clinical mental health counseling settings, including settings with the complex challenges of urban youth, families and communities.
5. *Effectively respond to professional and ethical issues.*
6. Implement an appropriate plan of intervention to use in effectively teaching and counseling clients, including urban youth.
7. *Appropriately respond to social and cultural issues in school/clinical mental health counseling settings.*

8. Integrate counseling knowledge and skills into effective performance as a school/clinical mental health counselor.
9. Effectively coordinate services with other professionals in the school/clinical mental health counseling setting.

**Course Objectives Assessments/Student Outcome Measures**

**Assessments/Student Outcome Measures**

	Course Objectives: At the conclusion of this course, students will be able to:	Standards CACREP = Council for Accreditation of Counseling and Related Educational Programs	Assessments/Outcome Measures
1	Understand multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups, nationally, and internationally	CACREP = 2a	Discussion, Written Assignments, Experiential Exercises
2	Know the theories and models of multicultural counseling, identity development, social justice, and advocacy	CACREP = 2b	Discussion, Written Assignments, Experiential Exercises
3	Understands the advocacy processes, conflict resolution, and cultural self-awareness and social justice (and the counselor's role in these) needed to address institutional and social barriers that impede client access, equity, and success for clients	CACREP = 1e	Discussion, Written Assignments, Experiential Exercises
4	Understands and applies multicultural competencies and cultural factors relevant to clinical mental health counseling	CACREP = 2c CMH = 2j	Discussion, Written Assignments, Experiential Exercises
5	Understands the impact of spiritual beliefs on client's and counselors' worldviews	CACREP = 2g	Discussion, Written Assignments, Experiential Exercises
6	Understands help-seeking behaviors of diverse clients	CACREP = 2f	Discussion, Written Assignments, Experiential Exercises
7	Recognizes the effects of power and privilege for counselors and clients	CACREP = 2c	Discussion, Exams. Written Assignments, Experiential Exercises
8	Identifies strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	CACREP = 2h	Discussion, Written Assignments, Experiential Exercises
9	Knows the ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	CACREP = 5d	Discussion, Written Assignments, Experiential

			Exercises
10	Understands ethically and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	CACREP = 8j	Discussion, Written Assignments, Experiential Exercises
11	Understands the impact of heritage, attitudes, beliefs, understanding, and acculturative experiences on an individual's views of others	CACREP = 2d	Discussion, Written Assignments, Experiential Exercises

### **TECHNOLOGY EXPECTATIONS**

It is expected that you will complete *all* assignments by word processing following APA format (6<sup>th</sup> Ed.). Additionally, you will be required to utilize library services which include a large on-line database of research information and periodic use of the internet may be necessary to prepare for class discussion. Presentations may be provided utilizing a presentation platform similar to PowerPoint.

### **METHODS OF INSTRUCTION**

A combination of lecture, video, discussion, case vignettes and student presentations will be utilized to meet the course objectives.

### **COURSE REQUIREMENTS**

Due to the amount and type of information in this course, students are expected to attend and **ACTIVELY** participate in all scheduled classes. As a participant, students will be expected to come to class prepared to discuss assigned and outside readings. Every student should be prepared at all times to be called on to lead a class discussion on any part of the course assignments.

Class discussions based on readings and assignments will be the general format for the class. All student scholars are expected to contribute questions, comments, observations, personal views, and relevant experiences. ***Percentages of scores are not rounded up for final letter grade.*** Students who need special accommodations for testing/assignments should notify Dr. Blakely. The overall grade for the course is determined by the following criteria.

### **CRITERIA FOR GRADES**

1. ***Attendance and class participation are required:*** Instructor must be notified BEFORE you miss a class. Missing more than two (2) classes may result in reduction in letter grade and incessant tardiness will result in subtracting points from overall points (50) given for attendance.
2. ***Weekly Reflection/Journals:*** The journal/reflections should pertain to your reaction to discussions in class, the assigned reading materials, class activities, and other things that stir your cultural development. Observations about your personal cultural development (awareness, attitudes, & skills) should also be included. These should be 1-2 pages long.

#### **Journal Guidelines**

Think of your daily experiences, class time and the readings in your class. When you focus on an experience, ask yourself:

- a) What was significant in your experience? Describe the situation, your thoughts, feelings, etc.,
- b) Observe what surprised you. What was new? Observe your "blind spots" and comment on them.
- c) What questions were raised as you observed yourself, your thoughts, feelings and "blind spots"?

- d) If you could would you change this experience?  
 e) What else would you like to say? In this section, you may respond in writing, art, poetry or other creative art forms .
3. **Book/Film Critique Assignment:** Select a contemporary book/Documentary Film/ Motion Picture and (1) complete a written critique of the book/film from a multicultural perspective; be prepared to discuss multicultural/diversity issues. The reading of the book and the review of the film is done outside of class time. You will write a report (2-4 pages) discussing and critiquing the book. The basic format of the paper must follow APA (6<sup>th</sup> Edition) guidelines in the following areas (margin, punctuations, and grammar/spelling). The book will raise multicultural/diversity issues. **Be sure to give a thorough introduction of the book/film.** In your report, you will highlight the multicultural/diversity issues, counseling implications (use of models, interventions, ethical concerns, and/or professional responsibility when serving specific populations or groups as discussed in the book, etc.), and address the cultural values that are presented. You will discuss the various viewpoint(s) of the book and your reactions to the it. Please include your personal thoughts and ideas in a section in the paper. You will be graded by how many issues you identify and how thoroughly you discuss and critique your viewpoint. **Submit electronically before 5 p.m. of due date.**
4. **Final Project/Paper: Developing Your Multicultural Counseling Approach.** In your final paper you are to identify a specific population ( based on race, ethnicity, gender , disability etc ) . Your goal is to develop a counseling approach or a counseling model for the population you selected. Develop a framework for future work with the population of your choice.

Your paper should be 8 to 10 pages and should be written utilizing APA (6<sup>th</sup> Edition) guidelines (title page, headers, punctuations, grammar, references, etc.). I will grade based on the clarity, thoroughness and thoughtfulness of your paper.

In addition, each of the following areas should be addressed:

I. Provide a brief background information of the population, ***culture, context . history*** .

Connection to class concepts and outside literature very important.

II. State your personal multicultural philosophy and explore what possible theories could be incorporated to develop and design a counseling model for the population.

III. Implications for Professional Development.

What needs to be done in the future in this particular area

5. **Group Project – Multicultural Presentations:**

Each student will work in groups to present a 40 - 50 minute oral presentation to the entire class. This presentation will focus on a topic chosen by the group members, related to the text/lectures in the course. Additional materials (e.g., journal articles) must supplement the textual material. Each member is expected to contribute to the overall oral presentation. **THE PRESENTATIONS MUST BE EXTEMPORANEOUS. PowerPoint is required** for all presentations. Each group should conduct an in-depth review of the topic and be able to conduct a discussion after the presentation.

The 40 - 50 minute group presentation will include:

- a) An introduction with a rationale for selecting the particular topic/issue for your presentation.
- b) Your objectives, the statement of the purpose or the issues to be addressed in your presentation and target audience.
- c) Materials supported by research findings or information gathered from other sources to accomplish your objectives or to address your issues.

- d) Body of presentation must include ideas presented clearly and present a smooth transition into the next point ... **MUST BE EXTEMPORANEOUS.**
- e) Presenter must engage the audience through eye contact, monitor voice tone and gain rapport with the audience.
- f) Presenters must include a 1 - 2 page handout separate from the PowerPoint slides - handout must include references and an overall summary.
- g) Conclusion (which will include your discussion) will include a brief summary of your thesis and implications for counseling practitioners and learners.
- h) Attendance during other presentations and attentiveness to others is required

6. **Cultural Immersion** - You are asked to take one excursion that allows you to explore a culture different from your own. You may go to a neighborhood festival, church services, cultural events etc. When you have completed this activity, write a short report addressing why did you select this particular cultural group / experience, give a brief description of the event, what were your feelings and reactions, what did you learn from this activity. Describe how this experience increased your knowledge and awareness of the issues this cultural group may face.

## **XI. Grading Policy and Evaluation Criteria**

### **EVALUATION FOR SEMESTER GRADE**

Attendance and participation	=	20
Weekly Reflection papers	=	30
Book /video reactions	=	30
Cultural Immersion	=	20
Final Project/Paper	=	50
Multicultural Presentation	=	50

Total = 200 pts.

*You must have at least 90% to earn an "A" grade and at least 80% for a "B" grade.*

### **Personal Note from Instructor**

In addition to providing you with a broad overview of theoretical precepts, this course is designed to help you to continue to develop critical thinking skills. There are often differences of opinion and new research sometimes contradicts longstanding psychological theories. As your critical thinking skills continue to develop, you will be better able to analyze information and justify what you believe to be truth and what you believe to be fiction ... both within and outside of the field of counseling.

### **Developing a Safe Environment and Maintaining Confidentiality**

The responsibility for developing and providing a growth-promoting experience lies with all of us. Class discussions can become very passionate and experiential activities can be very powerful. Your experiences in this class may be positive, challenging and painful.

Because very strong personal feelings may arise, I will make a concerted effort to create a safe environment in which you will be able to engage in the personal exploration necessary to address issues of cultural diversity honestly and openly. I ask that you too take responsibility for maintaining such an environment.

*Another reminder ... Information shared in the course should be considered confidential.* I expect you to maintain other class members' confidentiality and respect their right to share personal information as they choose. It is my expectation that you will discuss your own personal reactions and thoughts with one another in a respectful way.

Please note that learning in experiential classes, such as this one, involves open self-expression, conversation and listening. If I feel that your values, beliefs or behavior warrant concern, I will approach you directly before I share information with faculty outside of the course.

### **REQUIRED TEXT**

Sue, D. W. & Sue, D. (2014). *Counseling the culturally diverse: Theory and practice, 7<sup>th</sup> Edition*. New York, NY: John Wiley and Sons.

Harris-Perry, M (2011) *Sister Citizen: Shame, Stereotypes, and Black Women in America*. New Haven, CT: Yale University Press.

### **RECOMMENDED TEXT**

*Articles as assigned*

In this class, we will engage in a variety of experiences of which cannot be duplicated by borrowing a classmate's notes. As such, class *attendance* is *mandatory*.

It is *your responsibility* to inform me *before* the class meeting time if:

1. you are unable to attend class
2. must arrive late
3. must depart early due to special circumstances (i.e., schedule your absence or tardiness due to your child's report card pickup day ahead of time).

Assignments are *due on time* at the *start of class*. *Points will be deducted for late work*. If you are *late to class*—*your assignment is late* and points will be deducted. 5% of your grade will be taken off each day that the assignment is late (*showing up late or class means 5% deduction*).

I *will not accept assignments via email* (printer cartridges are a luxury) with the exception of the research paper, which in addition to a hard copy to be turned in at the appropriate class time, you are to submit this assignment and turn it in on the specified date by 5 pm.

If you are absent, schedule a way to have the assignment delivered to my office in Harold Washington Hall, Room 248 (under the door is fine).

### **Participation**

I expect you to take an active role in your own learning as well as the learning of your peers by completing and thinking carefully and critically about your scheduled readings and assignments and arriving to class prepared to ask questions and share your thoughts, observations, and reactions. Class participation includes physical attendance (*do you show up? you must be present to participate*), psychological attendance (*does your mind show up? can you show evidence of thinking during class?*), and interpersonal attendance (*do you hear and incorporate what others are communicating?*). Also, assignments that are given as homework for the next class discussion and outlines for group presentations are considered in the overall grade for class participation.

Poor participation will be addressed on a case-by-case basis and if continued after it has been brought to your attention, *points will be deducted*.

***Participation Evaluation***

- Evidence of reading assignment completion
  - Did not read assignment
  - Read part of assigned readings
  - Read all of assigned readings
  - Engagement with classmates
  - no engagement, sitting mute
  - some dialogue and discussion taking place during class periods
  - dialogue that builds upon and continues discussion taking place
- Regularity of participation
  - Never or very rarely offers comments, ideas or questions
  - Offers comments, ideas or questions at least once a class period
  - Offers comments, ideas or questions more than once a class period
- Respect for other class members
  - Shows disrespect for others
  - Allows others to complete their ideas and displays courtesy even when disagreeing with others
  - Allows others to complete their ideas and displays courtesy even when disagreeing with others and additionally encourages and builds up other speakers
- Integration of participation into other course work
  - No integration demonstrated
  - Some integration demonstrated
  - Consistent integration, that is oral and written assignments reflect a careful and thoughtful attention given to the ideas and insights others have offered in class

**Policy on Incompletes**

The grade of incomplete (“I”) is reserved for students who have completed course work on a regular, ongoing basis throughout the term, but who then find themselves unable to finish the course in the final weeks of the term due to unforeseen circumstances. Requests for incompletes will be considered on a case-by-case basis. Students will need to provide appropriate documentation two weeks in advance of the end of class for consideration of an incomplete.

**Disclaimer**

Information in this syllabus was, to the best knowledge of the instructor, correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Chicago State University and any student. The instructor reserves the right, acting within the policies and procedures of Chicago State University, to make any changes in course content or instructional techniques without notice or obligation.

**Electronic Device Notice**

*AS A MATTER OF COURTESY TO YOUR CLASSMATES AND MYSELF, IF YOU CARRY A PAGER AND/OR CELLULAR PHONE AND/OR ANY OTHER ELECTRONIC TOYS THAT MAKE NOISE, PLEASE PUT THESE DEVICES ON SILENT ALERT DURING CLASS TIME. THE USEAGE OF LAPTOPS ARE NOT NECESSARY DURING CLASS.*

**Unattended Children**

Unattended children are not allowed in Douglas Hall and other campus buildings. Please consider leaving your child at the CSU Child Care Center (x 2556) where they will be safe while you are in class.

**American Disabilities Act**

Students with diagnosed learning disabilities, or physical disabilities that interfere with learning, are strongly urged to register each semester with the CSU abilities office (SUB 190, x4410). Services may be requested at any time but are not retroactive.



### **Plagiarism and Academic Misconduct**

Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in "Student Policies and Procedures," article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student in writing and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.

The following acts are examples of plagiarism:

- 1) Handing in an assignment that someone else has written and claiming the work as your own.
- 2) Handing in an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without documenting the source(s) for each portion of the assignment not written by you.
- 3) Handing in an assignment that incorrectly cites secondary sources rather than primary sources (e.g. if you read something in a textbook and they cite the original source you either need to go read the original source or cite the primary source as "as cited in" and then put the secondary source).
- 4) Handing in an assignment that contains paraphrased ideas from another source, published or unpublished, without documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)
- 5) "Someone else" in the three statements above may refer to a published author, another student, an Internet source, or any person other than the student claiming credit for the assignment. Even if the work is by the same author the document being turned in, if the work was for a previous or other course, it should be documented as such.
- 6) "Documenting" means providing the name of the author, the source you have used, and other relevant bibliographical information such as addresses for web sites used as sources. If you do not know how to document sources within your paper, please refer to the Publication Manual of the American Psychological Association 5th Edition.
- 7) Note that the APA 6th edition is the ultimate authority on APA style.

*(Bear in mind that your instructor has the right to modify any terms or scheduled topics on this syllabus at any time as deemed necessary)*

**NOTE: FAILURE TO READ ANY PORTION OF THE SYLLABUS DOES NOT EXCUSE THE STUDENT FROM THE REQUIREMENTS HEREIN.**

**Educational Policies: Classroom expectations and procedures will be governed by the policies of Chicago State University**

A. *Disclaimer:* Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Chicago State University and any student. The instructor reserves the right, acting within the policies and procedures of CSU, to make changes in course content or instructional techniques without notice or obligation.

B. *Academic Honesty:* Students are encouraged and expected, with the assistance of faculty, to conduct themselves in conformance with the highest standards in regard to academic honesty...It is recommended that students seek the advice of instructors as to the proper procedure to avoid such violations.

**Statement from Abilities Office:** Students with a disability who require reasonable accommodations to fully participate in this course should notify the instructor within the first two weeks of the semester. Such students must be registered with the Abilities Office which is located in the Cordell Reed Student Union Building, Room 198. The telephone number is 773.995.4401. Accommodations may be requested at any time, but they are not retroactive.

**Emergency Procedure Request:** In order to maximize preparedness in the case of an emergency, students who may need assistance should an evacuation be necessary are asked to inform their instructors at the beginning of each semester. This request is made to improve the safety of all members of the CSU Community.

**Plagiarism and Academic Misconduct :** ‘Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in “Student Policies and Procedures” article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.’

**Academic Warnings:** Student progress is monitored throughout each semester, and progress indicators are posted to Moodle / CSU X-Press during the 5<sup>th</sup>, 9<sup>th</sup>, and 13<sup>th</sup> weeks of the semester, as listed in the Academic Calendar. Instructors and academic advisors usually communicate with students if problems arise, but it is the responsibility of the student to check, and to take immediate action when necessary to improve the grade. If you receive “SP” (satisfactory progress), you are on track to successfully complete the course. Otherwise, if there are issues related to attendance, missing assignments and exams, and/or limited progress, please contact the instructor and your academic advisor as soon as possible.

**CSU Credit Hour Definition:** For every credit hour of direct instruction in any format (face-to-face, hybrid, online), it is expected that the student will spend a minimum of two additional hours on out-of class student work assignments (homework, reports, essays, critical analysis of readings, etc.); this is in addition to studying.

<b>Date</b>	<b>Activity</b>	<b>Assignment</b>
<b>Aug 22</b>	Course Overview & Discussion	
<b>Aug 29</b>	What is Cultural Competence? Themes/Keys	Chapters 1, 2
<b>Sept 5</b>	Conceptualization of Self Multicultural Competencies Microaggressions Barriers to Multicultural Counseling	Chapters 5 & 6
<b>Sept 12</b>	RACE/RACISM Compare/Contrast Racial/Cultural Identity Development Model & White/Racial Identity Development Model	Chapters 10, 11
<b>Sept 19</b>	Trust and Mistrust in Counseling Issues in Working with Minority Families	Chapters 4 & 8 <i>Reflections ( week1- 4 )</i>
<b>Sept 26</b>	Culturally Appropriate Interventions Indigenous Healing Methods <i>Impact of spiritual beliefs on client's and counselors' worldviews</i>	Chapters 7 & 9
<b>Oct 3</b>	Social Justice Counseling Working with Culturally-Different Clients	Chapters 12 & 13
<b>Oct 10</b>	Providing Counseling to: European Americans/African Americans Natives Americans	Chapters 14 & 15
<b>Oct 17</b>	Providing Counseling to: Asians/Latinos	Chapters 16 & 17 <i>Reflections (week 5 – 8 )</i>
<b>Oct 24</b>	Providing Counseling to: Persons of Multicultural Descent Arabic Americans Jewish Americans	Chapters 18, 19, & 20
<b>Oct 31</b>	<b>MC Presentations start</b>	
<b>Nov 7</b>	Providing Counseling to: Immigrants Refugees <b>MC Presentation</b>	Chapters 21 & 22 <i>Reflections (9 – 12 )</i>

Nov 14	Providing Counseling to: Older Adults The GLBTQ Population Feminist Identity Theory <b>MC Presentation</b>	Chapters 23 & 24 <b>Cultural immersion assignment Due</b>
Nov 21	Providing Counseling to: Women Persons with Disabilities <b>MC Presentation</b>	Chapters 25 & 26
Nov 28	<b>Multicultural Presentation</b>	
Dec 5	<b>FINAL EXAM</b>	Final Project/Paper due

## Multicultural Competencies (MCC):

### I. Awareness of Own Assumptions, Values, and Biases Competencies

#### Awareness Competencies

- Awareness of how own cultural background, experiences, attitudes, values and biases influence psychological processes.
- Ability to recognize limits of competence and expertise.
- Comfort with racial, ethnic, cultural, and belief differences between self and client.

#### Knowledge Competencies

- Knowledge of own racial and cultural heritage and the personal and professional effects on definitions of normality-abnormality.
- Knowledge of social impact on others, i.e. how communication style differences inhibit or facilitate the counseling process and how to anticipate possible impacts.

#### Skill Competencies

- Seek out educational, consultative, and training experiences to enrich understanding and effectiveness in working with culturally different populations.
- Seek to understand themselves as racial & cultural beings, actively seeking a non-racist identity.

### II. Understanding the Worldview of Culturally Different Clients

#### Awareness Competencies

- Awareness of stereotypes and preconceived notions toward other racial and ethnic groups.

#### Knowledge Competencies

- Knowledge of how race, culture and ethnicity affect personality formation, vocational choices, manifestation of psychological disorders, help-seeking behavior, and the appropriateness or inappropriateness of counseling approaches.
- Knowledge of sociopolitical influences that impinge upon the life of racial and ethnic minorities

#### Skill Competencies

- Familiarize self with relevant and recent research regarding mental health/mental health disorders of ethnic and racial group.
- Become actively involved with minority individuals outside the counseling setting.

### III. Developing Appropriate Intervention Strategies and Techniques

#### Awareness Competencies

- Respect indigenous helping practices and intrinsic help-giving networks.
- Value bilingualism and do not view another language as an impediment to counseling.

#### Knowledge Competencies

- Knowledge of potential biases in assessment instruments.
- Knowledge of relevant discriminatory practices at the social and community levels.
- Knowledge of institutional barriers that prevent minorities from using mental health services.

#### Skill Competencies

- Exercise institutional intervention skills on behalf of clients.
- Have training and expertise in traditional assessment and testing instruments, and are aware of their cultural limitations.
- Work to eliminate biases, prejudices, and discriminatory practices.
- Educate clients about psychological interventions such as goals, expectations, legal rights, and the counselor's orientation.

#### **ADVOCACY COMPETENCIES: Lewis, Arnold, House & Toporek Endorsed by the ACA Governing Council March 20-22, 2003**

##### **Client/Student Empowerment**

- An advocacy orientation involves not only systems change interventions but also the implementation of empowerment strategies in direct counseling.
- Advocacy-oriented counselors recognize the impact of social, political, economic, and cultural factors on human development.
- They also help their clients and students understand their own lives in context.  
This lays the groundwork for self-advocacy.

##### **Empowerment Counselor Competencies**

In direct interventions, the counselor is able to:

1. Identify strengths and resources of clients and students.
2. Identify the social, political, economic, and cultural factors that affect the client/student.
3. Recognize the signs indicating that an individual's behaviors and concerns reflect responses to systemic or internalized oppression.
4. At an appropriate development level, help the individual identify the external barriers that affect his or her development.
5. Train students and clients in self-advocacy skills.
6. Help students and clients develop self-advocacy action plans.
7. Assist students and clients in carrying out action plans.

##### **Client/Student Advocacy**

- When counselors become aware of external factors that act as barriers to an individual's development, they may choose to respond through advocacy.
- The client/student advocate role is especially significant when individuals or vulnerable groups lack access to needed services.

### **Client/Student Advocacy Counselor Competencies**

In environmental interventions on behalf of clients and students, the counselor is able to:

1. Negotiate relevant services and education systems on behalf of clients and students.
2. Help clients and students gain access to needed resources.
3. Identify barriers to the well-being of individuals and vulnerable groups.
4. Develop an initial plan of action for confronting these barriers.
5. Identify potential allies for confronting the barriers.
6. Carry out the plan of action.

### **Community Collaboration**

- Their ongoing work with people gives counselors a unique awareness of recurring themes. Counselors are often among the first to become aware of specific difficulties in the environment.
- Advocacy-oriented counselors often choose to respond to such challenges by alerting existing organizations that are already working for change and that might have an interest in the issue at hand.
- In these situations, the counselor's primary role is as an ally. Counselors can also be helpful to organizations by making available to them our particular skills: interpersonal relations, communications, training, and research.

### **Community Collaboration Counselor Competencies**

1. Identify environmental factors that impinge upon students' and clients' development.
2. Alert community or school groups with common concerns related to the issue.
3. Develop alliances with groups working for change.
4. Use effective listening skills to gain understanding of the group's goals.
5. Identify the strengths and resources that the group members bring to the process of systemic change.
6. Communicate recognition of and respect for these strengths and resources.
7. Identify and offer the skills that the counselor can bring to the collaboration.
8. Assess the effect of counselor's interaction with the community.

### **Systems Advocacy**

- When counselors identify systemic factors that act as barriers to their students' or clients' development, they often wish that they could change the environment and prevent some of the problems that they see every day.
- Regardless of the specific target of change, the processes for altering the status quo have common qualities. Change is a process that requires vision, persistence, leadership, collaboration, systems analysis, and strong data. In many situations, a counselor is the right person to take leadership.

### **Systems Advocacy Counselor Competencies**

In exerting systems-change leadership at the school or community level, the advocacy-oriented counselor is able to:

1. Identify environmental factors impinging on students' or clients' development
2. Provide and interpret data to show the urgency for change.
3. In collaboration with other stakeholders, develop a vision to guide change.
4. Analyze the sources of political power and social influence within the system.
5. Develop a step-by-step plan for implementing the change process.
6. Develop a plan for dealing with probable responses to change.
7. Recognize and deal with resistance.
8. Assess the effect of counselor's advocacy efforts on the system and constituents.

### **Public Information**

- Across settings, specialties, and theoretical perspectives, professional counselors share knowledge of human development and expertise in communication.
- These qualities make it possible for advocacy-oriented counselors to awaken the general public to macro-systemic issues regarding human dignity

### **Public Information Counselor Competencies**

In informing the public about the role of environmental factors in human development, the advocacy oriented counselor is able to:

1. Recognize the impact of oppression and other barriers to healthy development.
2. Identify environmental factors that are protective of healthy development.
3. Prepare written and multi-media materials that provide clear explanations of the role of specific environmental factors in human development.
4. Communicate information in ways that are ethical and appropriate for the target population.
5. Disseminate information through a variety of media.
6. Identify and collaborate with other professionals who are involved in disseminating public information.
7. Assess the influence of public information efforts undertaken by the counselor.

### **Social/Political Advocacy**

- Counselors regularly act as change agents in the systems that affect their own students and clients most directly. This experience often leads toward the recognition that some of the concerns they have addressed affected people in a much larger arena.
- When this happens, counselors use their skills to carry out social/political advocacy.

### **Social/Political Advocacy Counselor Competencies**

In influencing public policy in a large, public arena, the advocacy-oriented counselor is able to:

1. Distinguish those problems that can best be resolved through social/political action.
2. Identify the appropriate mechanisms and avenues for addressing these problems.
3. Seek out and join with potential allies.
4. Support existing alliances for change.
5. With allies, prepare convincing data and rationales for change.
6. With allies, lobby legislators and other policy makers.
7. Maintain open dialogue with communities and clients to ensure that the social/political advocacy is consistent with the initial goals.

### **Statement of Expectations**

The counseling program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with being able to provide ethical services to clients. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with faculty, clients, and classmates.

### **EXPECTATIONS FOR STUDENTS**

- **To read the *entire* syllabus and follow the directions listed for each assignment.**

- **Be prepared when you come to class. Stay up to date on the readings. Think about issues pertaining to the topic before you come to class. Ask questions and participate in class discussions.**
- **To use language that is respectful and free from biased and prejudicial overtones.**
- **To turn off cell phones and computers during class meeting. Appropriate class behavior. If you feel the need to talk to your neighbor, keep to the topic at hand. Do not bring work from other courses to complete during class time. If you need to finish homework from another course, do so on your own time.**
- **If you have difficulty or problems with anything pertaining to the course, talk to me before class, after class, during my office hours, or at some other time.**
- **Avoid plagiarism and cheating. While it may be possible to do, I would hope that you have enough self-respect to complete your own work and earn your own grade.**
- **No food is allowed during the class only drinks are permitted. If there is a medical need for intake of food, please communicate with the professor.**

### **EXPECTATIONS FOR INSTRUCTOR**

- **That I am prepared and thinking about the subject at hand. While I do not have all the answers, I will try my best to answer your questions and to get you to think further about the subject.**
- **Assignments are returned in a timely fashion and that I make comments on your work. You should expect both positive comments and constructive criticism.**
- **That I respond promptly to phone messages and emails. Allow an adequate period of time for a response.**
- **I am available before/after classes. Please email me for availability/appointment.**

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