

EDCEP 951: Multicultural Counseling Summer 2023

Instructor Information

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Course Description

Adaptations of generic counseling skills to meet the needs of diverse populations

Course Intended Learning Objectives

The following table outlines the learning objectives for this course along with the CACREP standards addressed within each objective. At the completion of this course students will be prepared to:

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

Counseling Program Key Performance Indicator(s)

KPI 6: Student is able to demonstrate knowledge of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.

KPI 6 Assessment: Cultural Interview Assignment

KSU College of Education Vision

Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world.

KSU College of Education Mission

Our vision is fulfilled through:

- delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;
- leadership, collaboration, and service within the profession; and
- promotion, understanding, and celebration of diversity.

KSU College of Education Conceptual Framework

The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies.

The Conceptual Framework organizes 10 standards in professional studies into the following four categories:

1. The Learner and Learning
2. Content Knowledge
3. Instructional Practice
4. Professional Responsibility

The Conceptual Framework also includes the following dispositions:

1. Values Learning and Professional Development
2. Commits to Professional, Ethical, and Legal Conduct
3. Values Positive, Caring, and
4. Embraces Diversity, Equity, and Fairness
5. Commits to Wise and Reflective Practice

The Conceptual Framework includes the following *dispositions*:

- I.) *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
- II.) *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
- III.) *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
- IV.) *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.
- V.) *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

Required Reading Materials

Hays, D. & Erford, B. (2022). *Developing Multicultural Counseling Competence: A Systems Approach* (4th ed.). Pearson.

Instructional Methods

This four-week course will be delivered online asynchronously. During each day of the course, you will have a video lecture that can be viewed on Canvas. After viewing the daily lecture video, you will have a combination of discussion boards and daily activities to complete. Students are encouraged to carefully read the course calendar and course Canvas page for specific instructions and due dates for these assignments. Additionally, students must complete all assigned readings.

Evaluation Plan

Your final grade is based on the total number of points that you have earned throughout the semester. The various ways in which you can earn points are listed below:

Discussion Boards (“DB” in Canvas): Each student in this course will be randomly assigned to a discussion group. Throughout the semester, you will engage in various online discussions about the course material. Each discussion board will have at least two prompts that must be addressed. You must respond to the prompts by 11:59PM on the due date that is listed on the course calendar. To receive full credit for your response, you need to address each prompt completely in your post. If you do not address each prompt completely, you will receive 0 points for your post. Please read all discussion board responses from your classmates. You are encouraged to reply to your classmates’ posts. **You can earn up to 150 points toward your final grade by posting to discussion boards.**

Discussion Leadership: For this assignment, each student will take responsibility leading the discussion in their assigned discussion groups. When it is your turn to be the discussion leader, you must generate at least two

(but not more than four) discussion questions for your assigned group. These questions should be based on the material from the textbook chapter that is listed on the schedule for that day. Each student is asked to serve as the group discussion leader twice during this four-week class. When it is your turn to lead the discussion, you must post your discussion question by 11:59 PM on the day before your leadership date. The schedule for group leadership will be posted in Canvas. Students are advised to review the schedule on the first day of class. **You can earn up to 150 points toward your final grade by leading discussion boards.**

Daily Activity (“DA” in Canvas): During each day of class, there will be one activity for you to complete. These activities could include responses/reactions to videos, completing worksheets, engaging in interactive components, or some other type of activity. You will see instructions for each activity on Canvas. All activities are due by 11:59PM on the due date that is listed on the course calendar. **You can earn up to 150 points toward your final grade by completing daily activities.**

Quizzes: You will have 5 quizzes that cover material from your textbook. Each quiz will consist of a combination of multiple choice and true/false questions. Quizzes will close at 11:59PM on the due date that is listed on the course calendar. **You can earn up to 150 points toward your final grade (or 30 points per quiz) by completing quizzes.**

Cultural Interview: For this assignment, you will conduct an interview with a person who belongs to a cultural group that is different from your own cultural identity. These identities could include race/ethnicity, age difference, sexual orientation/identity, gender identity/expression, religious/spiritual views, or disability status. For this structured interview, you will ask the following questions:

- 1.) What cultural identities are part of your identity and worldview?
- 2.) How would you define the cultural groups to which you belong? (e.g. “In your words, how do you define Jewish culture?”)
- 3.) How do your identities intersect in your life experience? To what extent do you consider yourself different than others with these identities? To what extent do you consider yourself influenced by cultural norms?
- 4.) What aspects of your attitudes, beliefs, understandings, and acculturative experiences have emerged as a result of the intersections of your identity?
- 5.) How have discrimination and oppression, such as racism, sexism, power, privilege, marginalization, and stereotypes, impacted your own life and career?
- 6.) As a counselor, what cultural issues/dimensions should remain paramount as I grow/develop?

After you complete your interview, you will write an 8-10-page paper about your interview. Please be sure to use a pseudonym when discussing your interviewee. At the conclusion of your paper, please include a paragraph about what you learned from this experience. Please follow APA formatting guidelines for this paper. Given that this is an experiential assignment, you are permitted to write in first-person for this paper. **You can earn up to 200 points toward your final grade for this assignment. The rubric for this assignment is posted in Canvas.**

Final Exam: At the end of the semester, there will be a comprehensive final exam that covers all of the multicultural counseling content areas. The exam is 50 multiple choice questions. The exam will open on Canvas on **Thursday, July 27th at 8:00 AM** and close on **Friday, July 28th at 11:59PM**. You must take the exam on Canvas during this window. If you do not take the exam during the testing window, you will receive a "0" for your final exam grade. You'll be able to see the exam on Canvas in the "Assignments" section once the exam window opens. Once you begin the exam, you will have 1 hour to complete the exam. Make sure that you plan your time appropriately, and make sure that you have a stable internet connection. No retakes or late sessions will be offered for the exam. **You can earn up to 200 points toward your final grade for this exam.**

Grading Scale

The minimum number of total points required for each grade is listed below:

A = 900 pts

B = 800 pts

C = 700 pts

F = 0 pts

Academic Honesty Policy

Kansas State University has an Honor System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The Honor System website can be reached by going to www.ksu.edu/honor. A component vital to the Honor System is the inclusion of the Honor Pledge that applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Academic Accommodations for Students with Disabilities

Students with disabilities who need classroom accommodations, access to technology, or information about emergency building/campus evacuation processes should contact the Student Access Center and/or their instructor. Services are available to students with a wide range of disabilities including, but not limited to, physical disabilities, medical conditions, learning disabilities, attention deficit disorder, depression, and anxiety. If you are a student enrolled in campus/online courses through the Manhattan or Olathe campuses, contact the [Student Access Center](mailto:accesscenter@k-state.edu) at accesscenter@k-state.edu, 785-532-6441.

Classroom Conduct

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, Number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Class courtesy and respect is important especially when course material is likely to elicit strong personal opinions. Please remember that others may not share your opinions and each student's points of view are to be respected. Disrespect of others will not be tolerated in the class.

Mutual Respect and Inclusion in K-State Teaching and Learning Spaces

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State Principles of Community <https://www.k-state.edu/about/values/community/>.

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a

confidential process to resolve concerns, please contact the Student Ombudsperson Office. Violations of the student code of conduct can be reported here <https://www.k-state.edu/sga/judicial/student-code-of-conduct.html>. If you experience bias or discrimination, it can be reported here <https://www.k-state.edu/report/discrimination/>.

Statement Regarding Discrimination, Harassment, and Sexual Harassment

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a duty to report any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment ([PPM 3010](#)).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the University's Office for Institutional Equity (OIE) using the online reporting form. Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the Kansas State University Police Department or the Riley County Police Department. Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential support and advocacy can be found with the K-State Center for Advocacy, Response, and Education (CARE). Confidential mental health services can be found with Lafene Counseling and Psychological Services (CAPS). Academic support can be found with the Office of Student Life (OSL). OSL is a non-confidential resource. A comprehensive list of resources is available here. If you have questions about non-confidential and confidential resources, please contact OIE at equity@ksu.edu or (785) 532-6220.

Campus Safety

Kansas State University is committed to providing a safe teaching and learning environment for students and faculty members. In order to enhance your safety in the unlikely case of a campus emergency make sure that you know where and how to quickly exit the classroom and how to follow any emergency directives. To view additional campus emergency information, go to the University's main page, www.k-state.edu, and click on the Emergency Information button.

K-State Email Account & Canvas

Please check your K-State email account and our course Canvas page regularly throughout the semester. Important information and class announcements will be shared through these electronic platforms.

Statement on Mental Health

Your mental health and good relationships are vital to your overall well-being. Symptoms of mental health issues may include excessive sadness or worry, thoughts of death or self-harm, inability to concentrate, lack of motivation, or substance abuse. Although problems can occur anytime for anyone, you should pay extra attention to your mental health if you are feeling academic or financial stress, discrimination, or have experienced a traumatic event, such as loss of a friend or family member, sexual assault or other physical or emotional abuse. If you are struggling with these issues, do not wait to seek assistance.

- Kansas State University Counseling Services (k-state.edu/counseling/) offers free and confidential services to assist you to meet these challenges.
- Lafene Health Center (<https://www.k-state.edu/lafene>) has specialized nurse practitioners to assist with mental health.
- The Office of Student Life (k-state.edu/studentlife) can direct you to additional resources.
- K-State Family Center offers individual, couple, and family counseling services on a sliding fee scale (<https://www.hhs.k-state.edu/familycenter/>).
- Center for Advocacy, Response, and Education (CARE) provides free and confidential assistance for those in our K-State community who have been victimized by violence (<https://www.k-state.edu/care/>).

Appendix A: Tentative Course Calendar

“DA” – Daily Activity

“DB” – Discussion Board

Date	Coursework	Reading	CACREP Stds.
07/03/23 (Week 1)	Lecture: Course & Syllabus Overview DA: Student Introductions	None	
07/04/23 (Week 1)	<i>No Coursework – July 4th Holiday</i>		
07/05/23 (Week 1)	Lecture: Culturally Competent Counseling Video: What is cultural humility? DA: Cultural Competence Self-Assessment (Pre) DB: Key Terminology in Cultural Competence	Ch.1	2.F.2.c.
07/06/23 (Week 1)	Lecture: Models of Cultural Identity Development Video: What is intersectionality? DA: Cultural Identity Worksheet DB: Personal Cultural Identity Development	Ch. 2	2.F.2.b.
07/07/23 (Week 1)	Lecture: Social Justice Counseling DB: Plan to Become an Effective Advocate Quiz #1 Due (Ch. 1-3)	Ch. 3	2.F.2.b., 2.F.2.c.
07/10/23 (Week 2)	Lecture: Racism & White Privilege Video: Racism has a cost for everyone DA: Privileges for Sale DB: Student-led Discussion	Ch. 4	2.F.2.d., 2.F.2.e, 2.F.2.h
07/11/23 (Week 2)	Lecture: Gender & Sexism Video: Everyday Sexism Video: How to talk (and listen) to transgender people DA: Gender & Sexism Video Reactions DB: Student-led Discussion	Ch. 5	2.F.2.d., 2.F.2.e, 2.F.2.h
07/12/23 (Week 2)	Lecture: Sexual Orientation & Heterosexism Video: How Florida legally terrorized gay students Video: How the AIDS crisis changed the LGBT movement	Ch. 6	2.F.2.d., 2.F.2.e, 2.F.2.h

	DB: Student-led Discussion Quiz #2 Due (Ch. 4-6)		
07/13/23 (Week 2)	Lecture: Social Class & Classism DA: Social Class Survival Checklist DB: Student-led Discussion	Ch. 7	2.F.2.d., 2.F.2.e, 2.F.2.h
07/14/23 (Week 2)	Lecture: Disability, Ableism, & Ageism DA: TBD DB: Student-led Discussion	Ch. 8	2.F.2.d., 2.F.2.e, 2.F.2.h
07/17/23 (Week 3)	Lecture: Counseling Individuals and Families of African Descent DB: Student-led Discussion Quiz #3 Due (Ch. 7-9)	Ch. 9	2.F.2.a., 2.F.2.d., 2.F.2. f.
07/18/23 (Week 3)	Lecture: Counseling Individuals and Families of Arab Descent Video: Islamophobia killed my brother. Let's end the hate. DA: Islamophobia Video Reaction DB: Student-led Discussion	Ch. 10	2.F.2.a., 2.F.2.d., 2.F.2. f.
07/19/23 (Week 3)	Lecture: Counseling Individuals and Families of Asian Descent Video: The painful history of anti-Asian hate crimes in America DA: Anti-Asian Crime in the US Video Reaction DB: Student-led Discussion	Ch. 11	2.F.2.a., 2.F.2.d., 2.F.2. f.
07/20/23 (Week 3)	Lecture: Counseling Individuals and Families of Latin Descent DB: Student-led Discussion Quiz #4 Due (Ch. 10-12) Cultural Interview Due	Ch. 12	2.F.2.a., 2.F.2.d., 2.F.2. f.
07/21/23 (Week 3)	Lecture: Counseling Individuals and Families of Native American Descent Video: How the US stole thousands of Native American children DA: Native American Children Video Reaction DB: Student-led Discussion	Ch. 13	2.F.2.a., 2.F.2.d., 2.F.2. f.
07/24/23 (Week 4)	Lecture: Counseling Individuals and Families of European Descent Video: What does it mean to be White?	Ch. 14	2.F.2.a., 2.F.2.d., 2.F.2. f.

	DA: What does it mean to be White? Video Reaction DB: Student-led Discussion		
07/25/23 (Week 4)	Lecture: Counseling Individuals and Families of Multiracial Descent DB: Student-led Discussion Quiz #5 Due (Ch. 13-15)	Ch. 15	2.F.2.a., 2.F.2.d., 2.F.2. f.
07/26/23 (Week 4)	Lecture: Spiritual Diversity in Counseling DA: Cultural Competence Self-Assessment (Post)	Ch. 16	2.F.2.g.
07/27/23 (Week 4)	Lecture: Course Wrap-up DA: Learning Summary		
07/28/23 (Week 4)	Final Exam Due by 11:59PM		