



Course Information

Course Title, Number, Term and Year: Multicultural Perspectives, COUN 520-001

Number of Credits: 3

Course Location, Dates, and Times: Murphy Center, 436, Wednesdays, 5:00-8:00pm

Instructor Information

Name of Instructor:

Instructor Contact Information:

Instructor Preferred Method/ Times for Student Contact: Please allow 48 hrs. for a response to emails; if I have not returned your email by then, please feel free to reach back out. Office hours available by appointment.

Course Description

The course promotes an understanding and appreciation of cultural and ethnic differences among individuals, groups and families, and explores the impact of such differences on the theory and practice of mental health counseling. This course is designed to enhance students' abilities to apply multicultural awareness to their professional work.

Required Course Materials

- 1) Casas, J. M., Suzuki, L. A., Alexander, C. M., & Jackson, M. A. (2017). *Handbook of multicultural counseling* (4th ed.). SAGE Publications. ISBN: 9781452291512
- 2) Hays, P. A. (2016). *Addressing cultural complexities in practice: An intersectional approach* (4th ed.). American Psychological Association. ISBN: 9781433821448
- 3) **[Recommended, not required]** American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Course Student Learning Outcomes

The curriculum is designed to enhance a student's professional identity as a counselor and counseling skills. The Student Learning Outcomes for this course are aligned with 2016 CACREP standards, the Wisconsin School Counseling: Licensing Program Guidelines and WI Substance Abuse Counseling specialty as explicated through specific assignments noted in the tables below.

Student Learning Outcomes	CACREP Standards	Assignments & Activities
Articulate the importance of considering cultural factors in counseling and the various areas of identity mental health counselors should consider.	Cultural factors relevant to clinical mental health counseling (5.C.2.j)	-ADDRESSING Model (Hays) -Lesson from the Media -Reflective Poem -Course readings -Class discussion & lecture
Examine theories and models of counseling diverse clients, as well as multicultural counseling competencies.	Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (2.F.2.b) Multicultural counseling competencies (2.F.2.c)	-MSJCC praxis (Ratts, et al.) -Mock Sessions & Recordings -Course readings -Class discussion & lecture
Explore the vastness of help-seeking behaviors of diverse and/or marginalized individuals, as well as other characteristics that shift from culture to culture (e.g. coping skills, symptom presentation, etc.).	Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (2.F.2.a) Help seeking behaviors of diverse clients (2.F.2.f)	-Lesson from the Media -Mock Sessions & Recordings -Course readings -Class discussion & lecture -Inside-Outside Masks
Demonstrate an understanding of factors such as power and privilege and how these factors help and/or hinder equitable access to services, resources, and opportunities.	The effects of power and privilege for counselors and clients (2.F.2.e) Strategies for identifying and eliminating barriers, prejudices, and process of intentional and unintentional oppression and discrimination (2.F.2.h)	-Cultural Immersion Experience & Paper -Mock Sessions & Recordings -Privilege Inventory -Course readings -Class discussion & lecture
Describe how an individual's "lenses" impact their perspectives, values, choices, and behaviors. Develop a way to conceptualize the interaction of the client's worldview with the counselor's worldview.	The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (2.F.2.d) The impact of spiritual beliefs on clients' and counselors' worldviews (2.F.2.g)	-Multicultural Autobiography -Lenses Activity -Riddle Scale -Stages of Oppressive Thinking -Conscience Clause Legislation -Course readings -Class discussion & lecture

Student Learning Outcomes	WI School Counseling Standards	Assignments & Activities
Learn to prioritize and respond to aspects of social and cultural identity for diverse clients.	4. Demonstrate an understanding of the role that diversity,	-Cultural Immersion Experience & Paper

Demonstrate the framework for ethically establishing therapeutic alliances with diverse clients.	inclusion, gender and equity have on students' academic achievement and social/emotional development (WI-SC #4)	
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COUN 520: Multicultural Perspectives
EDUCATIONAL REQUIREMENT FOR STATE OF WI

SAC Education	520
1. <i>Assessment</i>	10
2. <i>Counseling</i>	10
3. <i>Case Management</i>	10
4. <i>Education</i>	15
5. <i>Professional Responsibility</i>	
6. <i>Electives within the performance domains listed above</i>	
Total	45

Course Instruction Methodology

This course will contain lectures, videos, large and small group discussion, personal reading and reflection, student-led learning, and experiential activities in and outside the classroom. However, this is subject to change based on student learning needs. The course will take place face-to-face.

Evaluation Method

Assignments	Due Date	Points/Weight
Attendance and Participation	weekly	40
Lesson from the Media	sign up for date	15
Multicultural Autobiography	February 10	20
Cultural Immersion Experience	May 13	25

100 total points

Grading Scale:	A	95-100%	C	75-79%
	A/B	90-94%	C/D	70-74%
	B/	85-89%	D	65-69%
	B/C	80-84%	F	<64%

Policies & Resources

Instructor Late Work Policy

You may always request an extension; however, do not take advantage of my kindness. If you are genuinely struggling, shoot me an email or set up a meeting with me so we can collaboratively come up with a game plan for you to complete your work. If I am not contacted about late work (or if late work did not receive prior approval), students may still submit assignments but will lose 5% of points possible for each day the assignment is late.

Attendance Policy

Experiential class and dyad/triadic processing activities that provide opportunities to interact with and learn from peers are significant factors in students' educational growth and development. Therefore, students are expected to attend class regularly and participate in class discussions, class activities, and presentations at the graduate level (e.g. to engage in both small and large group interactions in a manner that demonstrates interpersonal effectiveness, openness to feedback, and respect for the community of learners).

Each student is expected to be on time and attend for all classes. Failure to attend less than 90% of the course will result in no credit, unless appropriate makeup work is completed. If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor **before** the missed class. Furthermore, missing more than one class for any reason may result in a No Credit evaluation.

Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Credit Hour Course Expectations

Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

$$(750 + 1800) * \text{the \# of credits of a course} = \text{the minimum number of minutes of seat time and outside work required}$$

For example, a three-credit course requires a minimum of 7,650 total minutes.

Course Support Services

Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students by signing up in the Center. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

Disability Statement

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center at 796-3190.

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link:

<http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>

Please visit [this website](#) for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

Where to Get Help: Additional Policies and Resources for Students

- [Viterbo Speaks Up](#): Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- [Chosen First Name Policy](#)
- [Concerns or Complaints Regarding Instruction](#)
- [Moodle & Technology Guides](#)
- [Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy](#)
- [Student Disability Policies and Procedures](#)
- [Student Resources](#)
- [Technology Requirements](#) and [Technical Support](#)

Please review additional items noted in the Policies and Resources block in the Moodle course site.

Counseling Services

It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: <https://www.viterbo.edu/counseling-services>; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911).