# Course Description

This course focuses on developing an awareness and skill foundation for counselor multicultural and diversity competency and advocacy skills. This course exposed the student to the diversity of American culture, and it makes the student aware of the trends, issues, and communications when living in a multicultural society. Topics in this course include changing family and society systems, gender and racial equality, socioeconomic and cultural differences, sexual orientation, physical and psychological ability, religion, and age.

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Establish a counseling identity. (ULO1, 3, 4, 5)
* **PLO2:** Exhibit a strong consistent counseling disposition. (ULO1, 3, 4, 5)
* **PLO3:** Demonstrate proficiency in counseling knowledge and skills as outlined in the 2016 CACREP Standards as applicable to each student’s concentration area. (ULO1, 2, 3, 4, 5)
* **PLO4:** Demonstrate a multicultural sensitivity, knowledge, and competency. (ULO1, 3, 5)
* **PLO5:** Implement the ethical guidelines of the American Counseling Association and its divisions in all counseling practice. (ULO2, 3, 4)
* **PLO6:** Use evidence-based intervention and assessment techniques. (ULO2,4)
* **PLO7:** Articulate the necessity of counseling advocacy, and engage in advocacy activities with regard to the Mercy tradition. (ULO5)
* **PLO8:** Engage in life-long learning. (ULO1, 2, 3, 4)

# Course Learning Outcomes (CLO)

* **CLO1**: Acknowledge culture as a predominant force in shaping behaviors, values, and beliefs. (PLO 1, 2, 5, 7, 8)
* **CLO2**: Identify the unique, culturally defined needs of various diverse populations. (PLO 1, 4, 7, 8)
* **CLO3**: Apply the racial and ethnic development models. (PLO 1, 3, 6, 8)
* **CLO4**: Analyze the concepts of personal and organizational cultural competence. (PLO1, 3, 4, 8)
* **CLO5**: Demonstrate knowledge of organizational culture and polices that negatively affect non-majority populations. (PLO1, 3, 8)
* **CLO6**: Identify your own cultural behaviors, values, and beliefs and how they may influence your counseling relationships. (PLO1, 2, 4, 8)
* **CLO7**: Explore and analyze multicultural diversity issues, and employ community problem-solving solutions involving the appropriate advocacy model. (PLO1, 3, 4, 7, 8)

# Competencies and Outcomes Addressed

**CACREP Standards:**

* **2-a:** multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
* **2-b:** theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
* **2-c:** multicultural counseling competencies
* **2-d**: the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others
* **2-h:** strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
* **2-j:** cultural factors relevant to clinical mental health counseling
* **2-g**: current trends in higher education and the diversity of higher education environments

**PDE Standards:**

* **IC-1:** Understand the cultural, ethical, economic, legal and political issues surrounding diversity, equity, and excellence in terms of student learning;
* **IC-2:** Identify community, environmental, and institutional opportunities that enhance-as well as barriers that impede-the academic, career and persona/social development of students;
* **IC-3:** Understand the ways in which educational policies, programs, and practices can be developed, adapted and modified to be culturally congruent with the needs of students and their families;
* **IC-4:** Understand multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender and sexual identity, and their effects on student achievement;
* **IC-5:** Understand theories of multicultural counseling, identity development, and social justice;
* **IC-6:** Understand counselors’ roles in developing cultural self-awareness, promoting social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit;
* **IC-C7:** Understand counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.
* **IIIB-4:** Understand social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations
* **IVB-2:** Understand advocacy processes needed to address institutional barriers that impede access, equity, and success for students and families;

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Academic Integrity

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person’s work has been reasonably and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest, whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

# Required Course Materials

Hays, Danica G., & Erford Bradley T., (2018). *Developing multicultural counseling competence: A systems approach* (3rd ed.) Boston, MA: Pearson.

ISBN: 9780134523804

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| Counseling and Cultural Identify Presentation (due in Week 3, 4, 5, or 6) | 60 |  |
| **Week 1** |  |  |
| Discussion: Student Introductions | 20 |  |
| Discussion: Mental Health Services Perception | 20 |  |
| Reflection: Cultural Background | 20 |  |
| Case Study: Acculturation | 30 |  |
| Case Study: Cultural Identity Theory | 30 |  |
| Case Study: Sexual Identity Development | 30 |  |
| **Week 2** |  |  |
| Reflection: Cultural Identify Privilege and Oppression | 20 |  |
| Discussion: Social Advocacy | 20 |  |
| Discussion: Professional Identity and Professional Pride | 20 |  |
| Case Study: Three-Tiered Model | 30 |  |
| Reflection: Race Identity | 20 |  |
| **Week 3** |  |  |
| Discussion: Personal Experience with Gender | 20 |  |
| Case Study: Counseling Girls and Women | 30 |  |
| Case Study: Counseling Men | 30 |  |
| Week 3 Journal | 30 |  |
| **Week 4** |  |  |
| Discussion: Define *LGB* or *LGBTQI* | 20 |  |
| Discussion: Sexism and Heterosexism | 20 |  |
| Case Study: Disclosing Sexual Orientation | 30 |  |
| Case Study: Advocating for LGBTQ Students | 30 |  |
| Week 4 Journal | 30 |  |
| **Week 5** |  |  |
| Discussion: Social Class and Classism | 20 |  |
| Case Study: Poverty and Mental Health | 30 |  |
| Research Paper: Classism | 80 |  |
| Week 5 Journal | 30 |  |
| **Week 6** |  |  |
| Discussion: Ageism | 20 |  |
| Discussion: Disability | 20 |  |
| Case Study: Counseling Individuals with a Disability | 30 |  |
| Case Study: Life Expectancy | 30 |  |
| Week 6 Journal | 30 |  |
| **Week 7** |  |  |
| Discussion: Professional Development Opportunities | 20 |  |
| Discussion: Worldview to Theory | 20 |  |
| Case Study: Counseling Theory | 30 |  |
| Case Study: Application of Counseling Theory | 30 |  |
| Journal: Final Reflection | 50 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93–100 |
| A- | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 82–80 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | 59 |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Foundations of Multicultural Counseling** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe cultural identity, culture, and cultural encapsulation.   2. Describe different cultural considerations (i.e., gender, sexual orientation, socioeconomic status, disability, and spirituality).   3. Describe the culturally based contextual factors (i.e., prejudice, discrimination, immigration, acculturation, and violence) that play a role in the counseling process.   4. Define the concepts of oppression, marginalization, enculturation, and acculturation, as well as how each affects individuals within and outside of the dominant group.   5. Discuss the importance of cultural identity models and their ability to help create culturally competent counselors. | | CLO1, CLO6  CLO2  CLO2  CLO5  CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Course Introduction**  **Watch** “Course Introduction” located on Blackboard.  This course addresses sensitive personal topics such as prejudice, bias, and privilege. Many discussions and assignments are introspective and ask you to be open and honest about topics you may find uncomfortable or embarrassing to discuss. Talk to your instructor if you have any questions or concerns. Your weekly journal assignments are private and are not intended to be posted or shared with your classmates. | | All Course Objectives |  |
| **Readings**  **Read** Ch. 1 & 2 of *Developing Multicultural Counseling Competence: A Systems Approach*. | | all |  |
| **Videos** **Watch** the following videos:  * [“Cultural Competence: What Does It Mean For Educators?”](https://www.youtube.com/watch?v=U42MApeXi9w) (6:20) * [Cultural Competence: Managing Your Prejudices](https://www.youtube.com/watch?v=E1MI_h0HIcw)(6:19) * [“The Power of Vulnerability”](https://www.ted.com/talks/brene_brown_on_vulnerability?language=en) (20:19) | | all |  |
| **Upcoming Assignments: Pre-Practicum Experience**  For this course, you are expected to complete 12 hours of pre-practicum experience in a multicultural setting.  In this experience, you are expected to interact and engage with students, clients, families, etc. from one of the following federally protected classes: race, ethnic background, disability, religious beliefs, sexual orientation, gender/gender identity, or age.  You are required to find your own site for this experience, and your site must be approved by the instructor for this course. You are to use this pre-practicum experience to learn and experience as much as possible about others who are different from you. Make sure to use the Pre-Practicum time sheet to document your hours (these must be signed by the official overseeing your experience).  **Review** the Pre-Practicum time sheet, located on Blackboard.  You will be expected to report on your interactions and experiences in several assignments for this class:   * Once during Weeks 3–6: Counseling and Cultural Identity Presentation (see assignment notes below). * Weeks 3–7: Weekly Journal Entries   If you have not already done so, contact your instructor this week to seek approval of a site for this  experience. | | N/A |  |
| **Counseling and Cultural Identity Presentations (Overview and Topic Selection)**  **Overview**  Over the next four weeks, you will create a presentation focusing on preparing other counseling students to work with individuals from a population with a unique cultural identity. Your presentation is due at the end of week 3, 4, 5 or 6 depending on the topic—a specific cultural identity—you select. You will post your presentation to the Counseling and Cultural Identify Presentation forum, located at the top of the Discussion Forums page. The following instructions explain in detail the requirements for this presentation:  **Read** the chapter covering your topic in *Developing Multicultural Counseling Competence: A Systems Approach,* and conduct additional research, as needed.  **Develop** a 3- to 5-minute presentation about providing counseling to students and their families representing your chosen cultural identity. Address the following and provide specific examples from your experience at your pre-practicum site:   * What do counselors need to understand about cultural identity? What kind of information is most relevant to lesson planning, assessment, classroom management, or other aspects of multicultural education? * What kinds of resources, strategies, tools, or approaches would you recommend to counselors who may encounter students from this cultural identity in their school? * How should counselors frame their thinking when approaching a counseling interaction with a student or parent from this cultural identity? * How can counselors most effectively communicate with and educate other teachers and administrators in the school? How would you coach counselors who are meeting resistance to their suggestions?   You may use PowerPoint, Prezi, Glogster, Padlet, or any other format you are comfortable with. Your presentation must include either audio narration or supplementary speaker’s notes to explain and expand on the information in the presentation.  **Topic Selection**  **Select** one of the follow topics:  Due Week 3, Thursday, no later than 11:59 p.m. [EST]     * Counseling Individuals and Families of African Descent (Ch. 9) * Counseling Individuals and Families of Arab Descent (Ch. 10)   Due Week 4 Thursday, no later than 11:59 p.m. [EST]   * Counseling Individuals and Families of Asian Descent (Ch. 11) * Counseling Individuals and families of Latin-American and Latin Descent (Ch. 12)   Due Week 5, Thursday, no later than 11:59 p.m. [EST]   * Counseling Individuals and Families of Native American Descent (Ch. 13) * Counseling Individuals and Families of European Descent (Ch. 14)   Due Week 6, Thursday, no later than 11:59 p.m. [EST]   * Counseling Individuals and Families of Multiracial Descent (Ch. 15) * Spiritual Diversity (Ch. 17)   **Reply** to this forum with your selected topic. Your instructor will approve all topics.  **Follow** the submission instructions located in the Graded Assignments area the week your presentation is due. | | N/A |  |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard, as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least 1 substantive comment of 100 to 150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback, located on Blackboard. | |  |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Student Introductions**    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * Briefly introduce yourself to your classmates. * What is your educational and professional background? * What would you like to get you out of this course? * How would you define your own cultural identity? * How do you think your identities will influence you as an educator in a multicultural and diverse school setting?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | N/A | Discussion = **1 hour** |
| **Discussion: Mental Health Services Perception**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * How does your family of origin view the seeking of formal mental health services? * What messages have you received about seeking formal mental health services from religious or spiritual organizations? * Of which cultural groups are you a member? * How do the media portray “appropriate” help-seeking behaviors? * When do you think it is necessary for someone to seek formal mental health services? * How can your beliefs affect your work as a counselor?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 1.1 | Discussion = **1 hour** |
| **Reflection: Cultural Background**  **Construct** a narrative story of your cultural background.  **Write** a reflection addressing the following:   * Discuss group memberships that you have with respect to race, ethnicity, gender, sexual orientation, socioeconomic status, spirituality, age, ability status, and any other characteristics that seem significant to you. * Articulate how you or your family immigrated to the United States (if applicable), your acculturation experiences, and how your family and community shape your cultural identify. * Discuss both positive and negative events that have shaped who you are culturally. * Outline how values you hold and communication patterns you engage in are influenced by your cultural group memberships.   **Submit** your reflection for Ch. 1 by 11:59 p.m. (EST) on Sunday. | | 1.1,1.2 | Reflection Paper = **1 hour** |
| **Case Study: Acculturation**  **Imagine** you are a counselor in a small, close-knit community in the Midwest. Lian, a 14-year-old Asian female, was referred to you for social and academic issues. Specifically, her teachers are concerned about Lian’s failing grades and isolative behaviors. During your initial session with Lian, you discover that she has been in the United States since age 7 and has lived in your community since age 13.  **Write** an analysis of this case study addressing the following:   * How might you conceptualize her acculturation experience on the basis of the four models of acculturation: assimilation, separation, integration, and marginalization? * To what degree would your intervention differ, according to various acculturation levels? * How might Lian’s cultural group memberships factor into your intervention?   **Submit** your analysis from the activity by 11:59 p.m. (EST) on Sunday. | | 1.3 | Case Study = **1 hour** |
| **Case Study: Cultural Identity Theory**  Quang, a Vietnamese student, is new to Oakdale High School. Quang is 14 years old. He has attended school in the northern part of Vietnam since he was a little boy. Quang was sent to America to live with his cousin Vinh and to continue his education. Unfortunately, neither Quang nor Vinh knows the other well. They met only one week ago. Quang and Vinh visited the school counselor’s office to register him for high school. They did not have any school records of Quang; however, he had been cleared to start high school by the school district’s international student office.  After meeting with Quang and Vinh, the counselor recognized that Quang’s transition to Oakdale High School would likely be uniquely affected by several multicultural counseling issues, including acculturation and cultural identity development processes. He also realized that, although Quang was his student, Vinh likely would play a significant role in Quang’s academic achievement. For that reason, the counselor reflected on the role of family support in mediating possible feelings of marginalization. Furthermore, the counselor realized that, in his efforts to establish a productive counseling relationship with Quang, he would need to examine his own biases, values, and worldview. Given the counselor’s lack of familiarity with Vietnamese culture, he decided to consult with a colleague and school counseling literature on issues of identity development in the Vietnamese culture. He also understood that to blindly apply any acquired knowledge to Quang would be unethical. He decided that as he continued to meet with Quang on a biweekly basis, he would seek to gain insight into the salience of cultural identity development and other diversity factors that were relevant to Quang’s transition to high school.  **Write** an analysis of this case study, addressing the following:   * What types of questions would be useful to explore cultural identity further with Quang? * What factors would be important to consider in developing counseling goals? * If you were Quang’s counselor, what specific aspects of your own cultural identify would it be important to consider? * In what ways could these issues relating to counselor self-awareness regarding cultural identify prove helpful in working with Quang?   **Submit** your analysis from the activity by 11:59 p.m. (EST) on Sunday. | | 1.1,1.5 | Case Study = **1 hour** |
| **Case Study: Sexual Identity Development**  Todd, a first-year college student, is meeting with a counselor at the university counseling center to discuss his transition to college. Academically, Todd is doing well. Socially, he is unsure of how he fits in with his peers. In particular, Todd is confused by his relationship with his friend Michael. Todd is concerned because he is sexually attracted to Michael. Todd does not know what his feelings mean and has been too afraid to share them with anyone, even Michael.  During their first session, the counselor asked Todd what brought him to the office. Todd shared his concerns regarding adjustment to college and being away from home. After sensing that there was something more on Todd’s mind, the counselor asked him about his social adjustment. Todd shared a little about his feelings for Michael. Through the use of reflection, the counselor learned of Todd’s uncertainty about his sexual orientation and fear of others’ perceptions.  The counselor recognized that Todd’s presenting problem could be adequately approached only by considering the implications of his sexual identity development. Given Todd’s seeming position in the beginning stages of sexual identity development, the counselor provided safe and comfortable opportunities over the next several sessions for Todd to explore who he is in terms of his multiple, intersecting identities. Todd began to define himself more clearly as a man, a student, a son, a friend, and a sexual being. Additionally, as time passed, the counselor gave Todd access to materials and knowledge designed to dispel myths and stereotypes about same-sex sexual orientation. Although the center offers counseling and support groups for LGB students, the counselor recognized that these interventions would not be appropriate for Todd, given his current stage of development. As Todd gains a clearer level of awareness and comfort with his identity, these interventions may become more appropriate.  **Write** an analysis of this case study, addressing the following:   * What specific cultural identity issues should be explored in more depth? * How would you approach these issues? * What other important considerations should the counselor keep in mind while working with Todd? * What areas of counselor self-awareness are salient in this case?   **Submit** your analysis from the activity by 11:59 p.m. (EST) on Sunday. | | 1.3,1.4,1.5 | Case Study = **1 hour** |
| **Total** |  |  | **7 hours** |

# Faculty Notes

**Course Setup**

This course addresses sensitive personal topics such as prejudice, bias, and privilege. Many discussions and assignments are introspective and ask students to be open and honest about topics they may find uncomfortable or embarrassing to discuss. Faculty should be aware of the personal nature of course content and consider permitting students to pass on a discussion they do not wish to share with their classmates. Weekly journal assignments are not intended to be posted or shared among the students.

**Counseling and Cultural Identity Presentations (Overview and Topic Selection):** Depending on class size, you may wish to limit the number of students who may select the same topic to 1 or 2 students. At least one student should select a topic in each week of the course.

**Pre-Practicum Experience**

Make sure all students have an approved pre-practicum site. Make sure the site is multicultural and will allow the student to meet the interaction expectations. Determine what activities each student plans to do at their pre-practicum site. Keep the address and contact numbers of the site and any personnel overseeing the student’s 12 hours of on-site experience.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Two: Social Justice, Racism, and White Privilege | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify key concepts related to race, ethnicity, and culture. (CLO 3)   2. Define key concepts in order to understand the basis for cultural identity development. (CLO3)   3. Explain the importance of cultural identity models and their ability to help create culturally competent counselors.   4. Recognize how to address racial, ethnic, gender, and sexual identity in the counseling environment.   5. Identify social advocacy competencies. | | CLO1, CLO2  CLO3  CLO3  CLO2  CLO7 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 3 & 4 of *Developing Multicultural Counseling Competence: A Systems Approach* * “Multicultural and Social Justice Counseling Competencies: Practical Applications in Counseling” located on Blackboard. | | all |  |
| **Videos** **Watch** the following videos:  * "[Brown Eyes and Blue Eyes Racism Experiment](https://www.youtube.com/watch?v=KHxFuO2Nk-0)” (14:36) * ["The Anti-Racism Experiment that Transformed an Oprah Show Audience"](https://www.youtube.com/watch?v=5NHeFgaVWs8) (5:13) | | all |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Reflection: Cultural Identify Privilege and Oppression**  **Construct** a narrative using components to describe the development of your various cultural identities, and reflect on that narrative. Consider your cultural identify. Use a broad definition of *culture* to identify aspects of your identity, such as race, ethnicity, socioeconomic status, and ability status.  **Submit** your reflection for Ch. 3 by 11:59 p.m. (EST) on Sunday. | | 2.1, 2.3 | Reflection = **1 hour** |
| **Discussion: Social Advocacy**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * This activity will help you become familiar with the advocacy competencies. Review the ACA advocacy competencies outlined in Table 3.1 of the text, and mark the ones that you have already participated in. Develop a plan of action for engaging in some of the other competencies.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 2.6 | Discussion = **1 hour** |
| **Discussion: Professional Identity and Professional Pride**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Describe your role as a professional counselor. * What qualities make professional counseling unique? * What role does advocacy play in counseling? * Suppose you are a counselor working in a shelter for women experiencing intimate partner violence, and one of your clients has recently secured a job and housing. What role could you have played in assisting your client with her situation?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 2.2,2.4,2.6 | Discussion = **1 hour** |
| **Case Study: Three-Tiered Model**  *Note:* For this assignment, choose the case study that aligns to your area of concentration.  **Case Study: Three-Tiered Model: Mental Health Counseling**  **Consider** the following case study and how the three-tiered model can be applied to this case:   * You are a white counselor working at a child advocacy center. You have been assigned a new client, Mia, a 14-year-old Latina who is 6 months pregnant with her biological father’s child. She has been sexually abused by her biological father for the past 4 years. She reports that she loves her father and that they have a “loving” relationship. Her father is currently in prison. Mia’s mother is developmentally challenged and considered incompetent to take care of her children; therefore, Mia, along with her three younger siblings, is living with her maternal aunt and uncle and their two children. Her aunt speaks very limited English and requires a translator during the counseling sessions. In addition to your concerns about this client, you have been informed that a major source of funding has been cut from the child advocacy center and may result in some counseling positions being terminated, thus increasing the caseload for the remaining counselors who already have a heavy caseload.   **Write** an analysis of this case study, addressing the following:   * What issues related to self-awareness might come up for this professional counselor? Consider cultural identities such as race or ethnicity, socioeconomic status, and education level, to name a few. What potential biases might be an issue for this counselor? * What questions do you have about the quality of client care? Keeping in mind the context of the client, what would you want consider when working with the client and her aunt? * As a professional counselor, how would you balance concern for this client with concern for your job?   **Case Study: Three-Tiered Model: School Counseling**  **Consider** the following case study and how the three-tiered model can be applied to this case:   * You are a school counselor currently working at a suburban high school in a conservative part of the country. During the course of the school year, several students individually confide in you about the struggles they have at school because of their sexual orientation. All of them described being called names such as “faggot” by other students and a number of teachers. Several of the students asserted that they had been physically assaulted by other students and nothing was done by the school. When you review the grades and attendance records of the students, you find that all of them are performing below their abilities and show an increasing number of absences.   **Write** an analysis of this case study, addressing the following:   * What issues related to self-awareness might come up for this school counselor? Consider sexual orientation identities, cultural identities such as race or ethnicity, and socioeconomic status. What potential biases might be an issue for this counselor? * What concerns do you have about the quality of education being provided for these students? * What are some community resources or schoolwide resources or programs you could assist in forming? * What are some of the benefits and risks you might encounter in advocating on a systems or community level?   **Case Study: Three-Tiered Model: College Campus Hate Crime  Consider** the following case study and how the three-tiered model can be applied to this case:   * You are a counselor working in a college counseling center. One of your new clients has come to the center with feelings of hopelessness and despair. Your client is an African-American male who just started his first year at college. After several sessions, your client reveals that he is gay and was recently assaulted on campus while sleeping in his dorm room. His roommate had seen a pamphlet titled “Coming Out” on his desk the previous night and became enraged. The roommate and several of his friends burst into the room late at night, tied the client up, and began burning him with cigarettes and hitting him repeatedly, giving him a severe concussion and breaking several ribs. They also repeatedly made homophobic and racist remarks. The police were called and eventually arrested the roommate and the other perpetrators; however, hate crime charges were not being considered. Your client was clearly angry as he discussed this and was unsure why his attackers were getting off so easily. He feels that he is falling into a deeper depression and that no one will listen to him.   **Write** an analysis of this case study, addressing the following:   * Do you consider what the roommate and his friends did a hate crime? Why or why not? Are there differences between hate crimes and other crimes? How do you determine whether these differences exist? * What issues related to self-awareness might come up for this college counselor? Consider cultural identities such as race or ethnicity, socioeconomic status, disability status, and gender, among others. What potential biases might be an issue for this counselor? * Keeping in mind the context of the client, what would you want to consider in working with this client? * What are some community resources and communitywide programs that you could assist the client in either finding or establishing? What other interventions would you consider when working with this client?   **Submit** your analysis from the activity by 11:59 p.m. (EST) on Sunday. | | 2.1, 2.4, 2.5 | Case Study = **1 hour** |
| **Reflection: Race Identity**  **Write** a reflection addressing the following:   * What are some things you like about being a member of your race or races? * What are some things you dislike about it? * How do you think your life would be different if you were a member of other races?   **Submit** your reflection for Ch. 4 by 11:59 p.m. (EST) on Sunday. | | 2.2 | Reflection = **1 hour** |
| **Total** |  |  | **6 hours** |

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| Week Three: Gender and Sexism and Counseling Multicultural Populations | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify key concepts for gender and sexism.   2. Recognize multicultural counseling competencies for gender.   3. Recall counseling implications for counseling females, males, and transgender individuals.   4. Explain physical and social consequences that may be experienced as a result of sexism.   5. Explore and understand the culture and values within African American and Arab American society. | | CLO2  CLO2, CLO3  CLO2, CLO3  CLO5  CLO1, CLO2, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 5, 9, & 10 of *Developing Multicultural Counseling Competence: A Systems Approach*. | | all |  |
| **Counseling and Cultural Identity Presentations: Reminder**  If you are signed up to present a topic in Week 3 note that it is due on Thursday to ensure that all students have time to review your presentation and reflect by Sunday. | | NA |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Personal Experience with Gender**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * When was the first time you “knew” or were told by someone that you were a boy or a girl? * What gendered messages did you receive on the basis of your sex assignment? * What have been the consequences of stepping outside of traditional gender roles for your assigned sex? * How did your cultural background influence gender roles, norms, and expectations within your family and community?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 3.1,3.2 | Discussion = **1 hour** |
| **Case Study: Counseling Girls and Women**  Deborah is a 42-year-old, cisgender, heterosexual, African-American woman who has made an appointment with you because, as she states, “I don’t know what to do any more. . . . I think I am depressed and I am hoping you can help me sort it out.” During your first session, she reveals that she recently reentered the workforce because her two children will soon be heading to college and the family needs a second income. She also explains that she has seen four other counselors, and they were not helpful. As the session begins, Deborah slumps in her chair, exhales loudly, and avoids eye contact. In a muted voice, tearfully, and almost in a whisper, she says, “I don’t really think this is going to make any difference. My husband thinks I need to see someone, and I think he just wants me off his back.”  **Write** an analysis of this case study, addressing the following:   * From a gender-affirmative perspective, what would you say to Deborah? * How would you feel about working with her? * What might be some gender-specific themes that come up during your sessions? * How might your beliefs about men and women influence your reaction to Deborah’s strong emotions? * How does Deborah’s race or ethnicity affect your reactions to her gender? * How might things be different if Deborah identified as a woman who is TGNC? * Sometimes the counselor and the client have conflicting values regarding gender roles and oppression. How does a counselor decide whether to challenge a client’s beliefs regarding women’s oppression?   **Submit** your analysis from the activity by 11:59 p.m. (EST) on Sunday. | | 3.1,3.2, 3.3 | Case Study = **1 hour** |
| **Case Study: Counseling Men**  As John and his partner Sandra (both cisgender, Latin American, and from middle-class backgrounds) present for family counseling, they report that they have been constantly fighting about their 10-year-old son, James. John is angry about his son’s serious weight problem and reportedly teases James about his weight. Sandra says that she wants John to stop putting down their son. During the course of counseling, John shares with his son for the first time his own experience of being a “fat kid,” much heavier than James. He shares the story of the humiliation he felt as a 10-year-old boy, having been teased and beaten regularly by older boys on his way home from school.  **Write** an analysis of this case study, addressing the following:   * From a gender-sensitive perspective, how might you see John’s preoccupation with his son’s weight? How may norms of masculinity intersect with John’s race or ethnicity and class? * What does John’s childhood experience have to do with his son? How might you assist John in showing concern for his son appropriately? * How might your answers change if the race, ethnicity, or class backgrounds were different in this case?   **Submit** your analysis from the activity by 11:59 p.m. (EST) on Sunday. | | 3.1,3.2,3.3 | Case Study = **1 hour** |
| **Counseling and Cultural Identity Presentation**  **Note:** **These instructions are for those who signed up to deliver a presentation on one of the following topics this week:**   * Counseling Individuals and Families of African Descent (Ch. 9) * Counseling Individuals and Families of Arab Descent (Ch. 10)   **Submit** your presentation to the Counseling and Cultural Identity Presentation forum by 11:59 (EST) on Thursday.  **Review** all presentations posted by your classmates in preparation for your Journal Entry. | |  | Presentation and Reflection = **1.5 hour** |
| **Week 3 Journal**  **Complete** the following to prepare for this week’s journal:   * **Reflect** on what you have been doing at your pre-internship site and apply it to what you are learning in this week.   **Submit** your journal entry by 11:59 p.m. (EST) on Sunday. | | all | Journal = **1 hour** |
| **Total** |  |  | **6.5 hours** |

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| Week Four: Sexual Orientation and Heterosexism and Counseling Multicultural Populations | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| 4.1 Define *LBG* and *LGBTQI*  4.2 Explain experiences related to age and disclosure of sexual orientation.  4.3 Identify mental health consequences of heterosexism.  4.4 Describe stereotypes and assumptions made about the LGBTQI population and their relationships.  4.5 Define counseling implications for sexual orientation.  4.6 Identify the culture and values within Asian and Latin/Latin American society. | | CLO2  CLO2  CLO2  CLO2  CLO2, CLO6  CLO1, CLO2, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 6, 11, & 12 of *Developing Multicultural Counseling Competence: A Systems Approach*. | | all |  |
| **Counseling and Cultural Identity Presentations: Reminder**  If you are signed up to present a topic in Week 4 note that it is due on Thursday to ensure that all students have time to review your presentation and reflect by Sunday. | | NA |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Defining *LGB* or *LGBTQI***  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What terminology have you typically used to describe LGB or LGBTQI individuals? * Where did you learn these descriptors? How have they changed? * What are your thoughts about the term *sexual orientation* versus the term *affectional orientation*? * What are the benefits of using one term over another?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 4.1 | Discussion = **1 hour** |
| **Discussion: Sexism and Heterosexism**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Explain the similarities and differences of the mental health consequences associated with sexism and heterosexism. * What are some ways in which individuals who are heterosexual are harmed by heterosexism? * Brainstorm potential mental health, physical, and social consequences of heterosexism for this population.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 4.2, 4.3, 4.4 | Discussion = **1 hour** |
| **Case Study: Disclosing Sexual Orientation**  Muna is a 22-year-old, fourth-year student at a large midwestern urban university. She is the oldest of four children. Muna’s parents immigrated to the United States from Saudi Arabia when she was 7 years old. In session, she presents herself as an alert, intelligent, and confident young woman. She appears well groomed, wearing blue jeans, a solid-black blouse, and a beige hijab that covers her hair and neck. When asked in the initial counseling session what she would like to work on, Muna nervously revealed that she was having a difficult time deciding whether she should tell her traditional Muslim parents that she is a lesbian.  Muna went on to say that she realized she was “different” when she was about 12 years old. She shared that, around middle school, when boys and girls were socialized to interact and play with children of their same gender, she wished that she would have been able to socialize with the boys in her school because she was not very interested in the things in which the other girls her age were interested. She remembered a desire to play some of the sporting games with her male peers, rather than engage in some of the activities of her female friends. She also recalled having a crush on one of her female friends at age 16.  At the time, she dismissed the crush as just “feeling close to a best friend.” Muna went on to share, “Once I left home to attend college, I met other women who felt the way I do. I realized that I was not the only one like this.” Muna explained that being a lesbian is not allowed in Islam and that the Quran forbids sexual relationships outside of heterosexual marriage. Muna expressed a great deal of fear about potential negative repercussions from her family and her Islamic community if she were to disclose her sexual orientation, but she also feels like she is being true to herself for the first time in her life.  **Write** an analysis of this case study, addressing the following:   * What are the presenting problems that you want to focus on as you work with Muna? * What will be the most challenging aspect working with this client? * Describe the types of interventions and clinical approaches you believe will be most beneficial for Muna. Be specific. * How will you negotiate Muna’s clinical goals and personal values while also taking into consideration the values of her faith, family, and community? * How will you address her gender, sexual orientation, ethnic, and spiritual identities in your counseling sessions? * How will your gender, sexual orientation, ethnic, and spiritual identities influence your work with Muna?   **Submit** your analysis from the activity by 11:59 p.m. (EST) on Sunday. | | 4.2,4.3 | Case study = **1 hour** |
| **Case Study: Advocating for LGBTQ Students**  When Julie took her first school counseling job at Tecumseh High School, she had not thought much about the issues of LGBTQ students outside of the chapter she read in her multicultural course. However, when she met her first student for a private counseling session, she quickly learned how gay, lesbian, and bisexual youths can struggle with their sexual orientation, identity, and social support. Angelica was a sophomore in the school who identified as a lesbian and was experiencing a lot of bullying from her peers.  Furthermore, when Angelica brought the bullying up to her teachers, they largely ignored her, letting her know that her classmates were just “kidding around” and that “they won’t hurt you.” Together, Julie and Angelica explored these concerns, assessing her current supports and the resources that might help her. It was during this process that Julie realized that there were other students like Angelica at the school who were LGBTQ and at various stages of their own identity development and who were often unsupported by the school. Following some investigation, Julie found that some other schools in the district had successfully established gay–straight alliances (GSAs) in their schools, empowering students who were LGBTQ and “straight” allies to come together for support while fighting bullying and other forms of discrimination in the school.  She found the GSA Network website (<https://www.gsanetwork.org/>) and began to explore how to develop an alliance. Finding the support of another counselor at the school, she was able to work with her administration to become the sponsor for a GSA club. Although the club began as a form of social support, it quickly grew into an advocacy group, with students petitioning the administration to increase training for teachers and enact new policies that would be more supportive for students who were LGBTQ. Over time, the students in the group invited their state legislator to come to a meeting so that they could talk about modifying an antibullying law to specifically protect LGBTQ students. Although the legislator did not adopt the recommendation, he did attend the meeting and heard the students’ concerns. Similarly, not all the teachers have changed their support (or lack thereof), but many have—an outcome that has made a difference in the overall school climate.  There can be many obstacles to starting a group whose aim is to challenge the status quo of a school or other type of organization.  **Write** an analysis of this case study addressing the following:   * How would you persevere through the resistance that you might encounter from other students, parents, teachers, and administrators? * What would be the most rewarding aspect of this effort if you were this counselor? * What other resources might you seek out in order to be most successful?   **Submit** your analysis from the activity by 11:59 p.m. (EST) on Sunday. | | 4.5 | Case study = **1 hour** |
| **Counseling and Cultural Identity Presentation**  **Note:** **These instructions are for those who signed up to deliver a presentation on one of the following topics this week:**   * Counseling Individuals and Families of Asian Descent (Ch. 11) * Counseling Individuals and Families of Latin-American and Latin Descent (12)   **Submit** your presentation to the Counseling and Cultural Identity Presentation discussion forum by 11:59 (EST) on Thursday.  **Review** all presentations posted by your classmates in preparation for your Journal Entry. | |  | Presentation and Reflection = **1.5 hour** |
| **Week 4 Journal**  **Complete** the following to prepare for this week’s journal:   * **Reflect** on what you have been doing at your pre-internship site and apply it to what you are learning in this week.   **Submit** your journal entry by 11:59 p.m. (EST) on Sunday. | | all | Journal = **1 hour** |
| **Total** |  |  | **6 hours** |

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| Week Five: Social Class and Classism and Counseling Multicultural Populations | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how poverty affects one’s mental health.   2. Describe how a professional counselor can address classism in counseling.   3. Recall how professionals can acquire awareness of their own biases and values regarding class.   4. Describe the skills professional counselors should employ while working with diverse SES clients.   5. Define the different ways professional counselors can advocate for low S E S clients.   6. Identify the culture and values within Native American and European American society. | | CLO1, CLO2  CLO6  CLO6  CLO3  CLO7  CLO1, CLO2, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 7, 13, & 14 of *Developing Multicultural Counseling Competence: A Systems Approach*. | | all |  |
| **Counseling and Cultural Identity Presentations: Reminder**  If you are signed up to present a topic in Week 5 note that it is due on Thursday to ensure that all students have time to review your presentation and reflect by Sunday. | | NA |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Social Class and Classism**  Article 25 of the United Nations’ Universal Declaration of Human Rights, established in 1948, reads as follows:  “Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.”  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Do all human beings have a right to an adequate standard of living as described in Article 25? * Do all human beings have a right to resources adequate for health and well-being, and not just for survival? * Do you believe that the universal human right to health and well-being is an attainable goal? * To what degree do you believe that the United States meets these conditions for all its citizens? * How do each of these considerations relate to the work of counselors?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 5.3 | Discussion = **1 hour** |
| **Case Study: Poverty and Mental Health**  An 8-year-old girl, significantly overweight for her age, is referred for counseling for possible behavioral or learning disorders; her intake form indicates that she is both a perpetrator and a target of bullying at her school. During the assessment, she has difficulty focusing and seems listless. Assume that the counselor remembers that these symptoms, as well as obesity, may be indications of food insecurity.  **Write** an analysis of this case study, addressing the following:   * What knowledge and skills might be necessary during assessment? * How would you intervene in this case? * If the assessment uncovers that her family is surviving on fast food and food pantry donations, what impact might this information have on the counselor? * What impact might a counselor’s intervention choices have on the child and her family?   **Submit** your analysis from the activity by 11:59 p.m. (EST) on Sunday. | | 5.1, 5.4, 5.5 | Case study = **1 hour** |
| **Research Paper: Classism**  Classism has a direct effect on individual and family well-being and is also intricately connected with the funding and implementation of mental health services.  **Select** one of the events listed in Table 7.2 (Ch. 7 of your text) to investigate further.  **Research** the influences at the individual, family, community, cultural, and political levels. Consider factors across socioeconomic levels (e.g., How might this event be experienced or viewed by individuals who were poor? Who were working class, middle class, and upper class?). Additionally, consider the influence in various settings, including schools, colleges, and community agencies. How did mental health professionals, including counselors, contribute and respond to these events?  **Submit** this assignment by 11:59 p.m. (EST) on Sunday. | | 5.1,5.2,5.3,5.4,5.5 | Research Paper = **1 hour** |
| **Counseling and Cultural Identity Presentation**  **Note:** **These instructions are for those who signed up to deliver a presentation on one of the following topics this week:**   * Counseling Individuals and Families of Native American Descent (Ch. 13) * Counseling Individuals and Families of European Descent (Ch. 14)   **Submit** your presentation to the Counseling and Cultural Identity Presentation discussion forum by 11:59 (EST) on Thursday.  **Review** all presentations posted by your classmates in preparation for your Journal Entry. | | 5.1,5.2,5.3,5.4,5.5 | Presentation and Reflection = **1.5 hour** |
| **Week 5 Journal**  **Complete** the following to prepare for this week’s journal:   * Based on your pre-practicum experience, describe and the barriers you experience in becoming a multi-culturally competent counselor. How do you plan to address them? Be specific.   **Submit** your journal entry by 11:59 p.m. (EST) on Sunday. | | 5.1,5.2,5.3,5.4,5.5 | Journal = **1 hour** |
| **Total** |  |  | **6.5 hours** |

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| Week Six: Disability, Ableism, and Ageism and Counseling Multicultural Populations | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe counseling concerns relevant to ageism and older adults.   2. Describe the significant factors that play a part in counseling individuals with disabilities.   3. Explain ableism and its diversity among different cultures.   4. Describe the skills counselors need to effectively work with disabled clients.   5. Describe counseling concerns relevant to ageism and older adults.   6. Identify the culture and values within multiracial society.   7. Summarize the religious and spiritual backgrounds of those living in America today. | | CLO2, CLO7  CLO2, CLO3  CLO2, CLO5  CLO2, CLO6  CLO2, CLO6  CLO1, CLO2, CLO5  CLO1, CLO2, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 8, 15, & 16 of *Developing Multicultural Counseling Competence: A Systems Approach*. | | all |  |
| **Counseling and Cultural Identity Presentations: Reminder**  If you are signed up to present a topic in Week 6 note that it is due on Thursday to ensure that all students have time to review your presentation and reflect by Sunday. | | NA |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Ageism**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * Is there a problem associating successful aging with having good physical and psychological health and the resources to maintain that condition into old age? Why or why not? * Given what you have read on aging and ageism, how do you think older adults will define successful aging in the future? * What is a counselor’s role in helping clients assess their own definition of successful aging and facilitate their personal growth into old age?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 6.1 | Discussion = **1 hour** |
| **Discussion: Disability**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:  On the one hand, in discussing counselor awareness, knowledge, and skills used in working with individuals with a disability, relating to clients in a way that emphasizes differences in ability may reinforce the stigma and social isolation they receive in the broader social context (i.e., they are different from what is considered normal). On the other hand, treating all clients the same despite differences in ability may be perceived as being insensitive, ignorant, and privileged.   * How would you resolve this dilemma if you were working with a client with a significant physical, intellectual, or emotional disability?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 6.2 | Discussion = **1 hour** |
| **Case Study: Counseling Individuals with a Disability**  Alex is a 27-year-old first-generation Mexican American who immigrated to the United States when he was 17 years old. He graduated from high school and attended technical school to become a welder. He currently works full time in that capacity. Three years ago, he married Elaine, and they have a 2-year-old child. Elaine is now pregnant with their second child. Together, they had planned to work and raise their family, living the American dream, but Alex became injured on the job and is no longer able to work. Alex and Elaine wonder what the future holds for them, given that he is permanently disabled and of an ethnicity and a cultural background different from the white majority.  **Write** an analysis of this case study addressing the following:   * On the basis of what you have read so far, does Alex have a disability? Why or why not? * What cultural implications should the counselor consider when working with Alex, a Hispanic male with a disability who is living in the United States? * In providing counseling services to Alex, what strategies should the counselor use to focus on Alex’s strengths, interests, abilities, and capacities? * Under the social model of disability, and on the basis of what you know about American society’s view of an individual with a physical injury, what disabilities may be imposed on Alex?   **Submit** your analysis from the activity by 11:59 p.m. (EST) on Sunday. | | 6.2,6.4 | Case Study = **1 hour** |
| **Case Study: Life Expectancy**  Agnes is a second-generation divorced Greek American who recently was referred to counseling by her adult daughter. Agnes is 60 years old and has been working for over 2 years as the maintenance manager at a large Greek Orthodox church. The pay is not great, but she has full health benefits, and she enjoys the work and the people. With her daughter’s help, she recently bought a small house. Last month, she lost her job when the church realized that it needed to reduce its operating budget. Although church members took up a collection that is helping Agnes pay for food and utilities, she has enough in her account for only one more mortgage payment. She also has no savings. She is afraid and ashamed to ask her daughter for help, knowing that her daughter’s household is on a tight budget with three young children and a single income. Agnes is afraid that she will not be able to get a job with benefits because of her advanced age. Although her physical health is good, she is afraid that she cannot continue much longer doing physically demanding work. Her anxiety and fear have triggered acute depression, and she is finding it difficult to get out of bed, which exacerbates her anxiety about her ability to find work. If she does not find a job soon, she will lose her home, which she loves. Agnes has been willing to try counseling, yet she doubts that her “twenty-something” counselor can really understand her experiences as an aging adult and what it is like to face these issues as an older adult.  **Write** an analysis of this case study, addressing the following:   * What feelings and thoughts did you notice in yourself as you read this scenario? * As a counselor, do you feel adequately prepared to address Agnes’s concerns? * What role (or roles) could a counselor take in working with Agnes? * What would Agnes’s counselor need (knowledge, skills, resources, or supervision) to be effective?   **Submit** your analysis from the activity by 11:59 p.m. (EST) on Sunday. | | 6.5 | Case Study = **1 hour** |
| **Counseling and Cultural Identity Presentation**  **Note:** **These instructions are for those who signed up to deliver a presentation on one of the following topics this week:**   * Counseling Individuals and Families of Multiracial Descent (Ch. 15) * Spiritual Diversity (Ch. 17)   **Submit** your presentation to the Counseling and Cultural Identity Presentation discussion forum by 11:59 (EST) on Thursday.  **Review** all presentations posted by your classmates in preparation for your Journal Entry. | |  | Presentation and Reflection = **1.5 hour** |
| **Week 6 Journal**  **Complete** the following to prepare for this week’s journal:   * **Reflect** on what you have been doing at your pre-internship site and apply it to what you are learning in this week.     **Submit** your journal entry by 11:59 p.m. (EST) on Sunday. | | all | Journal = **1 hour** |
| **Total** |  |  | **6.5 hours** |

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| Week Seven: Multicultural Counseling Theory | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how one’s worldview is formed.   2. Describe how one’s worldview may affect the counselor’s theoretical orientation and counseling process as a whole.   3. Describe the importance of theoretical adaptation in multicultural counseling.   4. Describe professional development opportunities to broaden educators’ multicultural perspectives. | | CLO1, CLO2, CLO4, CLO6  CLO6  CLO3  CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 17 of *Developing Multicultural Counseling Competence: A Systems Approach*. | | all |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion: Course Closing**  **Participate** in the scheduled live session with the course instructor. This session will provide a summary of the course.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | All Course Objectives | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Professional Development Opportunities**    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * What are some potential professional development opportunities that aim to promote multicultural education and counseling? Provide links to any websites, videos, or articles your classmates may benefit from. * What is your plan to complete your pre-practicum hours? * Indicate which multicultural education and counseling professional development opportunities you will engage in for the last 2 hours of your pre-practicum hours. You do not have to complete these 2 hours for this course; you only need to indicate which two you will engage in. You must complete and document on your pre-practicum time sheet these two professional development opportunities prior to beginning Practicum.     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 7.4 | Discussion = **1 hour** |
| **Discussion: Worldview to Theory**  A Japanese international student self-refers to a college counseling center complaining of general sadness and anxiety. During the session, the student describes to her counselor the difficulty she is having in some courses required for her major. As the counselor probes, he begins to realize that his client’s sadness and anxiety seem to be directly linked to the courses with which she is struggling. However, when the counselor suggests that the student consider changing her major, she refuses, saying that her parents would never approve of that action. The counselor is confident in his assessment and believes that the change in major would greatly improve his client’s disposition. He continues to focus on encouraging her to change her major and challenge her parents’ expectations. He sums his suggestions to her by saying, “After all, you are here living your life, not them. You need to make decisions that will work for you.” The student leaves and on returning asks for a different counselor, citing that her previous one did not understand her.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * How did this counselor’s worldview affect his counseling? * Was his worldview congruent with his client’s? * How might this counselor have approached his client differently?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 7.1,7.2 | Discussion = **1 hour** |
| **Case Study: Counseling Theory**  Taylor visits your counseling practice and describes the challenges that are emerging in his life. As you explore these presenting issues, you find that Taylor seems like a perfect fit for you and your theoretical orientation. You believe that you can truly facilitate growth in this client and make a positive life impact. Taylor endorses your belief and likewise recognizes the fit between you and potential ways to grow. In the middle of the second session, Taylor decides to ask you for the first time about your theoretical orientation. Upon hearing what it is, Taylor describes having worked before with someone who had a similar theoretical orientation and declares that there is no way that your theoretical orientation will work with his presenting issue. Taylor requests that you try a different theory.  **Write** an analysis of this case study, addressing the following:   * What are the primary issues at play in this case study? * How do you respond to Taylor? * How do you address Taylor’s concerns and remain congruent in your own theoretical competence?   **Submit** your analysis from the activity by 11:59 p.m. (EST) on Sunday. | | 7.1,7.2,7.3 | Case study = **1 hour** |
| **Case Study Application of Counseling Theory**  Clara is a 15-year-old client who identifies as a Caucasian female and was brought to counseling because she has recently been reacting violently to social situations at home and in school. She has been involved with child protective services and foster care since the age of two and currently lives with Christa, a former partner of her biological father. Christa has been estranged from her biological father for several year,s and Christa’s biological mother is incarcerated on charges related to drug use. Clara’s father is presumed to live in another state and has occasional contact with her by phone. Clara has lit fires in the home, spray-painted walls, and made passive threats toward other children in Christa’s home. These events have occurred when Clara experiences “overwhelming anger,” and this has led her to counseling. Christa and Clara express a goal of learning where Clara’s anger is coming from and how she can better cope with her anger.  **Write** an analysis of this case study, addressing the following:   * How would you characterize Clara’s central issue that has led her to seek counseling? * If you could provide only one targeted intervention with Clara, what would it be? How do you account for your choice of intervention? * In what ways do you identify with Clara? In what ways do you differentiate from Clara? * How might your answers to the previous question facilitate the counseling relationship? How might your answers impede the counseling relationship? * Choose a counseling theory that you believe would be of greatest benefit to Clara. Account for your choice. * Choose a counseling theory that you believe would be of least benefit to Clara. Account for your choice.   **Submit** your analysis from the activity by 11:59 p.m. (EST) on Sunday. | | 7.3 | Case study = **1 hour** |
| **Journal: Final Reflection**  **Write** a 700- to 950-word reflection of how you feel you have grown throughout this course. Be sure to use what you have experienced and learned from your pre-practicum experience in this answer. Make sure to use concrete examples.  **Address** the following in your reflection:   * What makes a good multicultural counselor? * Include the systems approach to becoming a multiculturally competent counselor in response. * Assess your own areas of strength and weakness. How do you see yourself developing your role as a counselor?   What are your major takeaways from the Counseling and Cultural Identity Presentations?   * Now that you have completed this course, how have you changed both personally and professionally?   **Ensure** youinclude as appropriate in this entry the learning and experiences from your pre-practicum site in this answer.  **Submit** your journal entry by 11:59 p.m. (EST) on Sunday. | | All Course Objectives | Journal = **1 hour** |
| **Total** |  |  | **6 hours** |

Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 6 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 5.5 |
| Supplemental |  |
| **Week 3** |  |
| Required | 6 |
| Supplemental |  |
| **Week 4** |  |
| Required | 6 |
| Supplemental |  |
| **Week 5** |  |
| Required | 6 |
| Supplemental |  |
| **Week 6** |  |
| Required | 6 |
| Supplemental |  |
| **Week 7** |  |
| Required | 4.5 |
| Supplemental | 1 |
|  |  |
| **Total Required Hours** | 40 |
| **Total Supplemental Hours** | 2 |
| **Total Hours** | 42 |