



COUN 8520 | COUNSELING MULTICULTURAL POPULATIONS | FALL 2023

PREREQUISITES

COUN 8030: Counseling Practices.

COURSE DESCRIPTION AND CONTENT AREAS

This course will provide opportunities for students to become more aware of and insightful about the societal context in which counseling takes place and to help prepare them to work with persons who are members of populations which require special knowledge and skills of the counselor. Certain special populations will be considered in comparative detail as well as general information which will emphasize acquiring broader understandings transferable to counseling with any special population. The course includes individual and group projects, in-class and online participation, experiential projects, and guest lecturers. Students should expect to be challenged, open to reconsideration and reconstruction of personal and cultural biases, and a high level of interpersonal dignity and respect for themselves, their peers, the participants, lecturers and guests, and citizen guides.

This course is designed to enhance the skill level of counseling candidates and broaden the focus of competency by teaching various intervention skills and theories for use when working with persons from multicultural and diverse backgrounds.

Rationale for Course

Demands of past candidates, clients, and counseling constituents in the field have requested and documented that candidates need to have multicultural training and skills in working with agency clientele.

Course Goals

After completing the course, successful students shall be able to do the following:

1. Demonstrate an understanding of multicultural counseling theories and strategies
2. Demonstrate the ability to apply multicultural theories and strategies to specific populations

COURSE WEBSITE

You will participate in this course using the UNO Canvas learning management platform system. Once you are in the platform you can learn how to use Canvas effectively, by clicking the “Help” link on the top right of the course page on Canvas.

KNOWLEDGE, SKILLS AND LEARNING OUTCOMES AND CACREP STANDARDS CHART

CACREP Standards Chart



Clinical Mental Health Standard(s)	Assignment/Learning Activity
2.j. Cultural factors relevant to clinical mental health counseling	Ongoing through course lecture and discussion
Professional Identity Curriculum Standard(s)	Assignment/Learning Activity
F.1.e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Advocacy Model article
F.2.a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	Ongoing through course lecture and discussion
F.2.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Chapter 2: Cultural Identity Development Hays, D. G., Erford, B. T. (2018). Developing Multicultural Counseling Competence: A Systems Approach. New York, NY: Pearson Education.
F.2.c. Multicultural counseling competencies	Social Justice and Multicultural Counseling Competencies reading
F.2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Ongoing through course lecture and discussion
F.2.e. The effects of power and privilege for counselors and clients	Chapter 4: Racism and white privilege and Chapter 3: Social Justice Counseling Hays, D. G., Erford, B. T. (2018). Developing Multicultural Counseling Competence: A Systems Approach. New York, NY: Pearson Education.
F.2.f. Help-seeking behaviors of diverse clients	Ongoing through course lecture and discussion
F.2.g. The impact of spiritual beliefs on clients' and counselors' worldviews	Chapter 16: Hays, D. G., Erford, B. T. (2018). Developing Multicultural Counseling Competence: A Systems Approach. New York, NY: Pearson Education.
F.2.h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Chapters 17 & 18: Hays, D. G., Erford, B. T. (2018). Developing Multicultural Counseling Competence: A Systems Approach. New York, NY: Pearson Education.

Key Performance Indicator



Key Performance Indicator	Class Assignment	2016 CACREP Standard
<u>KPI 2</u> Students will demonstrate the ability to utilize multicultural theories and competencies to engage in social justice and advocacy for diverse client groups.	COUN 8520 Counseling with Multicultural Populations <i>Social and Cultural Diversity Advocacy Project: 1</i> (Formative Evaluation) Students will create and engage in an advocacy activity promoting intentional mental health/wellness from a strengths/resilience perspective for that community.	2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. 2.F.2.c. multicultural counseling competencies 5.C.2.j Cultural factors relevant to clinical mental health counseling

COURSE OBJECTIVES AND RELEVANT ACCREDITATION STANDARDS

- 2.j. Cultural factors relevant to clinical mental health counseling
- F.1.e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- F.2.a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- F.2.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- F.2.c. Multicultural counseling competencies
- F.2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- F.2.e. The effects of power and privilege for counselors and clients
- F.2.f. Help-seeking behaviors of diverse clients
- F.2.g. The impact of spiritual beliefs on clients' and counselors' worldviews
- F.2.h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

CACREP STATEMENT

This course is designed to develop competence identified by and in compliance with the CACREP for master's level standards relevant to this course. Additional standards addressed in COUN 5820 are included in the Standards Chart at the end of this course outline.

COURSE REQUIREMENTS

Required Text



Hays, D. G., Erford, B. T. (2018). *Developing Multicultural Counseling Competence: A Systems Approach*. New York, NY: Pearson Education.

Recommended Readings

Nielsen, Kim. (2013). *A disability history of the United States (REVISIONING HISTORY)*. Beacon Press.

Bronski, Michael. (2012). *A queer history of the United States (REVISIONING HISTORY)*. Beacon Press.

Dunbar-Ortiz, Roxanne.(2015). *An indigenous peoples' history of the United States (REVISIONING HISTORY)*. Beacon Press

Ortiz, Paul.(2018). *An African American and Latinx history of the United States (REVISIONING HISTORY)*. Beacon Press

TECHNICAL REQUIREMENTS

You will need the following in order to participate in this course:

- Computer;
- Reliable internet connection;
- Computer microphone;
- Some way to make and post a simple video (e.g., using a webcam, or a smart phone);
- Open Canvas in a Mozilla Firefox browser

TECHNICAL SUPPORT

You may also receive support from

- Information Technology Services Technical Support (human support)
unohelpdesk@nebraska.edu
402-554-4347 (HELP)
Eppley Administration Building, Room 104
Monday – Friday 8:00 to 5:00 pm

DESCRIPTIONS OF COURSE ACTIVITIES AND ASSIGNMENTS

Foundational Knowledge and Human Dimension

Participation (20 pt)

Given the nature of class discussions (racism, sexism, homophobia, gender identity), it is imperative that together we create an atmosphere of trust and safety in the



classroom. It is critical that each class member show respect for all worldviews expressed in class. Your participation grade is influenced as much by your respect of and dignity for other students, as it is known and understood that all expressions of your own thoughts and opinions will be received in-kind. Please be respectful of others emotions and be mindful of your own. Please let me know if something is said or done in the classroom that you feel needs to be addressed further. This is not limited to you, but also if there is concern for a peer.

Quizzes (60 pts total/5 points per quiz)

Prior to each class you will be required to complete a quiz on Canvas covering the chapters we will be discussing that week. You will be required to complete these quizzes independently. They will be your “ticket to class”, if they are not completed prior to class, you will not be able to attend the group discussion that day.

Culturally Appropriate Clinical Reactions (30 pts total/10 per case study)

Compose clinical reactions to the cases provided in the Canvas discussion posts, 250-500 words minimum for your initial post and a meaningful response to at least one of your peers. Responses need to include explorations of each of the following four areas:

- What comes up for you when you hear this case?
- What bias/values/beliefs of your own do you need to monitor?
- How may their culture be impacting the presenting concern?
- How might you invite or broach the client to explore their cultural in connection to the presenting concern?

Cases will become active each week, and will close by the end of the week. **No exceptions.**

Reflections (40 pts total/20 per reflection)

Your reflections can be recorded in a video, audio only, or written. If you choose to submit a video, share it on VidGrid with me and submit a word document to Canvas with a link to the video, your video should be no longer than 10 minutes and a minimum of 5 minutes. If you submit audio only, submit it on canvas- again it should be between 5-10 minutes. This will make it so that I can provide your comments on canvas. If you choose to do a written reflection it should be double spaced and approximately two pages. The video, audio, and the written reflection must meet professional standards for graduate level work. For your video and audio make sure you are in a private/quiet setting with no distractions. If there is any question about your environment, consider an alternative space. For the written reflection make sure that it is proofread with proper grammar and punctuation. Prompts will be provided on canvas. Issues with audio or video is not an excuse for late work, make sure you give yourself ample time to make sure you know how to submit those files and test them before you submit it.



Integration, Application, and Learning how to Learn

Advocacy and Social Justice Project (100 points)

Students will work in groups to create and implement an advocacy project for one of 6 marginalized communities; **1. LGBTQ community, 2. Indigenous American community, 3. Latinx community, 4. Individuals with Disabilities, and 5. African American community.** The purpose for this is to identify any specific mental health concerns identified in historical and current literature and identify a current advocacy need for this community. Based on your findings, you will propose an advocacy activity and upon approval, implement it. The last two class periods your group will present to the class foundational information on your population, how and why you chose the advocacy activity you did, the specifics of the advocacy activity, what the outcome of the activity was, and what you could have done differently if you were to do it again.

Proposal: Tentative title; state of the problem; statement of the purpose; brief description of the project; tentative timeline; and how tasks will be split up between group members

Project: Based on your group meetings, I want you to create and engage in an advocacy activity promoting intentional mental health/wellness from a strengths/resilience perspective for that community. I want you to consider questions like: how does the history of this population impact how they access services; how do we access this population; what are their needs ***I strongly encourage you to speak to someone who identifies as part of this population, a group that represents this population, or an agency instead of assuming the needs***; what is your relationship to this population and what does that mean for this project. You will work in groups of 4-5 to create a proposal, create the project, implement the project, and reflect on how it went. *Keep in mind that none of these groups are homogeneous so individualize your project.*

Presentation: Each group will present to the class what their advocacy project was, how they chose it, how they implemented it, and what the outcome was. I would also like you to include a reflection of how you felt about the project and engaging in advocacy as a professional counselor-in-training.

You will have class time each week to work on the project. Each group member is expected to independently read, watch a webinar, or have a meeting with someone that furthers their understanding of the needs of the community. Class time will not be enough time for you to complete this project, **YOU MAY NEED TO MEET WITH YOUR GROUP OUTSIDE OF CLASS TIME.** Due to this, class each week will end early to account for the out of class time you will need to meet with your group. You will complete a research record for your meetings in which each group member's contributions to the project will be described. This is to be turned in with the final presentation.

Caring, Human Dimension, Foundation Knowledge, & Integration



Counselor Self-Awareness Culture Project (100 points)

This learning activity addresses building on your self-awareness, encouraging you to explore your attitudes, and beliefs, and develop knowledge about your cultural identity, development, and worldview. This paper may serve as a launching point for future cultural statements needed as you pursue other graduate or professional work in counseling. This self-exploration will include an inquiry and reflection of your cultural influences and how these have shaped your worldview. As part of this assignment, you will interview and dialogue with key family members to explore and discover more about your own cultural identity and background. Use all of your course experiences to date (readings, other course materials, class dialogues, etc.) to inform your work on this project. Also, use the specific resources listed in the syllabus and canvas to guide your personal cultural review and reflection.

Part 1: You will have to submit an outline of your cultural awareness topics and structure. This outline should include the main topics you will be covering, the order you will be covering them, and a list of which family members you are going to interview and why you chose them.

Part 2: Write a descriptive and informative reflection paper on the key aspects of your cultural identity, cultural development, personal attitudes, beliefs, and worldviews (including key personal values). This paper should be a minimum of 3 double spaced pages, written with professional language and grammar.

Consider and address the following sections of the multicultural counseling and social justice competencies as part of your personal cultural review and reflection:

1. **Attitudes and beliefs:** Privileged and marginalized counselors are aware of their social identities, social group statuses, power, privilege, oppression, strengths, limitations, assumptions, attitudes, values, beliefs, and biases
2. **Knowledge:** Privileged and marginalized counselors possess an understanding of their social identities, social group statuses, power, privilege, oppression, strengths, limitations, assumptions, attitudes, values, beliefs, and biases.
3. **Action:** This section is a core area of the project. Consider the following prompts addressing your understanding of this personal cultural review and reflection intersected with your evolving professional identity:
 - How will this awareness and knowledge about myself inform and guide me as a counselor-in-training and future professional counselor?
 - What personal aspects will help me connect with people who have different backgrounds and cultural identities from myself?
 - What personal aspects could potentially challenge these types of connections?
 - What could further my development in understanding others and myself across cultural, social, and personal identities?



- What action steps might I be able to take regarding advocacy, activism, and equity for communities different than me and communities experiencing oppression?

OVERVIEW OF THE ASSIGNMENT GRADES

The table below provides an overview of how much each assignment is worth and when it is due.

Assignment	Points	GRADING SCALE 90-100% = A; 80-89%=B; 70-79%=C; 60-69%=D; 00-59%=F Note: If you are on track for a D, you are failing the course. UNIVERSITY POLICIES
Participation	20 points	
Quizzes(12)	60 points (5 points per quiz)	
Culturally Appropriate Clinical Reactions (3)	30 points (10 points case study)	
Group Multicultural Social Justice and Advocacy Project	100 points (20 points proposal; 80 points for the project)	
Counselor Self-Awareness Culture Project	100 points (30 points outline; 70 points reflection paper)	UNIVERSITY POLICIES
Total	350 points	

ACCOMMODATIONS

The University of Nebraska at Omaha is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu.)

ACADEMIC INTEGRITY

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Academic and Student Affairs for further action. I will assume for this course that you will adhere to the University of Nebraska at Omaha policies and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me



to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

TITLE IX SEXUAL MISCONDUCT

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. I encourage you to visit [Title IX website](#) to learn more. If you are seeking help and would like to speak to someone confidentially, you can contact the [Counseling and Psychological Services \(CAPS\)](#) or [Gender and Sexuality Resource Center](#).

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to UNO's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

CODE OF STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT

Students at the University of Nebraska Omaha are expected to maintain standards of personal integrity in accordance with institutional goals for the success of all students. This means students are expected to assume responsibility for their actions; observe national, state, and local laws; follow university policies; and respect the rights and property of all people. For more information see [Student Conduct and Community Standards](#).

GRADING POLICIES

GRADE APPEAL

Individuals who believe that their grade in a particular course does not properly reflect their performance or that the instructor acted in an arbitrary or capricious manner in determining the grade should first contact the instructor to determine the rationale for the grade or if there was an error in reporting. Consultation with the instructor should take place before taking any formal action in regard to a grade appeal.

You will find the Department of Counseling grade appeal policy in the Student Handbook: <https://www.unomaha.edu/college-of-education-health-and-human-sciences/counseling/student-resources/student-handbook-fall-2022.pdf>



DROPPING A COURSE

A class can be dropped from your schedule via MavLINK up until the last day to withdraw. The last day to withdraw can be found on the [Academic Calendar](#). If you are currently enrolled, you can click on the "refund" link next to each class in your schedule. You can also contact the Office of the University Registrar to verify the last day to withdraw.

Drops can only be completed in the 100% refund period of your course. If you drop the course from your schedule during this period, it will not be listed on your academic transcript. Withdraws can be completed up until the last day to withdraw for the semester. If you withdraw from a course, a grade of "W" is given for that course and this will be listed on your academic transcript. "W" grades have no impact on your academic GPA.

COURSE EXPECTATIONS

CLASSROOM CIVILITY

It is important to build a classroom climate that is welcoming and safe for everyone. Please display respect for everyone in the class. You should avoid racist, sexist, homophobic, or other negative language that may exclude members of our campus and classroom community.

PARTICIPATION AND ABSENCE

This class operates in a graduate seminar format, where everyone is expected to attend regularly and actively participate in the discussion and learning activities. You need to come prepared with dialogue, questions, comments, and having read the assigned text materials. Absences and lack of class readiness will lower the final grade in this course. **Students will lose 3 points off of their total grade for each absence. I have built one grace day into the schedule, so you may miss one day without penalty. All other absences will result in losing 3 points from your final grade. You can make up for one missed class by attending a multicultural or social justice-oriented training, proof of attendance will earn you back 3 points. This training must be pre-approved.** Class participation expectations include: constructive feedback for peers, preparation for class, attendance and punctuality, review of professional literature.

Active use of your UNO email and Canvas is required. If you do not have internet access or printing capabilities from home, plan to spend time in the library or one of the computer labs on campus. There are no excuses for not being able to access information or turn in work.

GRADUATE LEVEL WRITING



Graduate level writing is expected on all written assignments. Written assignments should be typed, free of grammatical and spelling errors, as well as follow guidelines given in class. Reference citations should always be included where needed according to APA writing style. Not meeting these criteria will be reflected in your grade for that writing assignment.

LATE WORK

Assignments are due at the time provided on canvas. At the beginning of the semester, I recommend going through and noting all of the times for submissions. Late assignments will not be accepted unless you have explicit permission for an extension prior to the assignment due date. I typically am willing to provide an extension on an assignment as long as you are proactive in asking for one. Please consult with the instructor as early as possible if there are extenuating circumstances.

RIGHT OF REVISION

The instructor reserves the right to revise or adjust the course syllabus to best accommodate the pace and needs of the students.

PROFESSIONALISM/PRESERVING CONFIDENTIALITY

This course is part of a professional degree program, students are counselors in training, and thus professionalism is expected at all times, whether a student is in class or recording a session with a client. Client confidentiality and the content of practice sessions both in and out of class are crucial elements of ethical conduct; honor your working relationship with your peers. A student's participation grade will be affected if unprofessional behavior is exhibited.

FAIR USE POLICY

Copying or recording synchronous classes and asynchronous course materials without the express prior approval of Professor Dr. Adams is prohibited. All copies and recordings remain the property of UNO and Professor Dr. Adams. UNO and Professor Dr. Adams reserves the right to retrieve, inspect, or destroy the copies and recordings after their intended use. These policies are not intended to affect the rights of students with disabilities under applicable law or UNO policies.

ESSENTIAL COURSE OBJECTIVES

The following course elements constitute as essential course objectives. Removing or modifying essential course objectives results in fundamental alteration to the course.



1. Ongoing remote, synchronous active participation and attendance for course lectures, class discussions, and guest speakers.
2. Ongoing remote, synchronous group collaboration for the group presentation project, including active remote synchronous participation and attendance for group presentations;
3. Consistent online remote access to Canvas, VidGrid, Zoom, and UNO email for synchronous and asynchronous course instruction, connection with faculty and students, and submission of course assignments.

*If you anticipate difficulty meeting these essential course objectives, please communicate with your instructor about this immediately.

CEHHS DIVERSITY, EQUITY, ACCESS AND INCLUSION STATEMENT

We respect the worldviews of racially and ethnically diverse individuals and encourage multiple perspectives in fostering a global community dedicated to teaching, learning, service, and scholarly activity, while actively engaging in antiracist and inclusive practices. The College of Education, Health and Human Sciences is dedicated to ensuring that all individuals have access to the resources, support, and opportunities to succeed in their academic and professional careers. Through its faculty, staff, community partners, strategic plan, curricular, and extra-curricular offerings, the College is committed to preparing our students to engage equitably with all persons regardless of race, ethnicity, cultural beliefs, socioeconomic status, geographical perspective, gender-identity and expression, age, religion, sexual orientation, or other identities. (Adopted August 2020)

Accommodation Statement

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu)

The ASC recognizes that amidst the rolling transition back to campus, some students may still need to exercise physical distancing. This is especially the case for students who have underlying health conditions or who may be taking care of others who are at-risk for COVID-19. Please contact the ASC if there are concerns about on-campus courses and programming related to COVID-19.

Student Privacy

In accordance with provisions of the Buckley Family Educational Rights and Privacy of 1974, any information related to a student's record is treated as strictly confidential by this faculty member.



Inclement Weather

We will follow UNO closure for inclement weather. If the campus cancels classes, ours will be as well. However, assignments and other materials are still due as noted in Canvas.

Use of electronics

The use of electronics (phones, tablets, etc) while we are logged into the synchronous portion of our class is not permitted unless they are part of a course activity designated by the instructor. Please make sure that cell phones are turned on silent and put away during class. Please reserve that for emergencies only. If you need to take a call or answer a text during class, please quietly excuse yourself from the room and return as promptly as possible. Inappropriate use of electronics in class will impact a student's grade.