



**Missouri State**  
U N I V E R S I T Y

## **Social-Cultural Diversity in Counseling (COU 714)**

### **INSTRUCTOR INFORMATION:**

Instructor Name: Dr. Andereson

Email:

### **STUDENT SUCCESS AND INCLUSIVITY:**

At Missouri State University we are committed to your success and the creation of an environment where all students are welcome. As a community of learners, we acknowledge the value in the engagement and exchange of ideas with individuals, whose backgrounds may be different than our own.

A key element to your success as a student is to actively engage in the course activities, with your peers, and me - your instructor. If you anticipate or experience academic barriers during the course, contact me right away so we can discuss options for addressing those barriers. Missouri State University (as an institution) and I (as a human being and instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to persons with temporary and permanent disabilities, to students facing mental health or other personal challenges, and to students with other kinds of learning challenges. Please let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

- [Disability Resource Center](#)
- [Counseling Center](#)
- [Multicultural Center](#)
- [Academic Advising & Transfer Center](#)

### **COUNSELING PROGRAM OBJECTIVES**

***Knowledge.*** Students will demonstrate appropriate breadth and depth of knowledge and comprehension in the areas of culturally relevant service, prevention, treatment, referral, and program management associated with the broader field of counseling as well as the selected specialty (i.e., mental health or school counseling).

***Clinical Skills.*** Students will demonstrate meaningful, therapeutic alliances that utilize culturally sensitive appraisal and assessment techniques for working with individuals and groups in a culturally pluralistic world.

***Research and Appraisal.*** Students will demonstrate analytical knowledge and skills for

appraising and contributing to professional counseling literature and program evaluation in selected specialty areas ((i.e., mental health or school counseling).

***Professional Dispositions.*** Students will conduct themselves in accordance with the highest ethical standards and values of professional counseling and develop an understanding of oneself and the use of self in the counseling process.

***Specialty Areas.*** Students will demonstrate appropriate breadths and depth of knowledge and skills in their respective specialty areas (i.e., mental health or school counseling).

**DEFINITION OF COUNSELING:** Recently ACA and 28 other Counseling Organizations adopted the following definition: “Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

**REFLECTIVE COUNSELING PRACTICE:** The Counseling Programs are committed to providing students with opportunities for self-reflection as those practices are congruent with the beliefs of the Professional Education Unit at Missouri State University and constitute the cornerstone of modern professionalism. Self-reflective practice requires openness, awareness, honesty, self-analysis, problem solving, conflict resolution, tolerance, and responsibility. These personal attributes and skills are crucial to the development of excellence in our schools and community agencies serving a diverse, multicultural society.

**COURSE DESCRIPTION:** Prerequisite: admission to Counseling program. An introduction to counseling theories, interventions, and issues in working with clients from diverse, minority and ethnic cultures. Values, beliefs, and norms of various cultures, including the student's, will be examined as they pertain to the counseling process. 3(3-0), D

**METHODS OF INSTRUCTION:**

***Didactic In-Person:*** This course is a “traditional” learning style in the classroom. Methods involved in this form of student-centered approach include small group discussion, problem-based learning, reflective writing, and contemplative work as well as skills practice and report writing.

**COURSE MATERIALS:**

***Required Texts:***

“D” = DiAngelo, R. (2018). *White Fragility: Why It’s So Hard for White People to Talk About Racism.* Boston, MA: Beacon Press Books.

“J”= Johnson, A. (2006). *Privilege, Power, and Difference.* (3rd ed.). Boston, MA: McGraw-Hill.

“J-S”= Jones-Smith, E. (2019). *Culturally Diverse Counseling: Theory and Practice.* Thousand Oaks, CA: SAGE Publishing.

***Students will also choose one of the following books to read for a reflective application paper (details below):***

Brown, Austin Channing. (2018). *I’m Still Here: Black Dignity in a World Made for Whiteness.* New York, NY: Convergent Books.

Harjo, Joy. (2012). *Crazy Brave*. New York, NY: Norton.

Hong, C. P. (2020). *Minor feelings: an Asian American reckoning*. First edition. New York: One World.

Kendi, Ibram. (2019). *How to be an Anti-Racist*. New York, NY: Random House

Loewen, James. (2007). *Lies My Teacher Told Me: Everything your American History Textbook Got Wrong*. NY: Touchstone

Menakem, Resmaa. (2017). *My Grandmother's Hands: Racialized Trauma and the Pathways to Mending our Hearts and Bodies*. Las Vegas, NV: Central Recovery Press.

Oluo, Ijeoma. (2019). *So you want to talk about race?* New York, NY: Hatchette Book Group.

***Current Research Articles in Course:***

Carter, R.T. & Atkinslure-Smith, A.M. (1996). White racial identity and expectations about counseling. *Journal of Multicultural Counseling and Development*, 24, 147-156

Day-Vines, Norma L.; Wood, Susannah M.; Grothaus, Tim; Craigen, Laurie; Holman, Angela; Dotson-Blake, Kylie; & Douglass, Marcy J. (2007). Broaching the Subjects of Race, Ethnicity, and Culture During the Counseling Process. *Journal of Counseling and Development*, 85, 401-409.

Liu, William Ming (2005). The Study of Men and Masculinity as an Important Multicultural Competency Consideration. *Journal of Clinical Psychology*, Vol 61(6), 685-697.

Miller, G., Johnson, G., Feral, T., Lockett, K., & Ericksen, M. (2018). The use of evidence-based practices with oppressed populations. *Counseling Today*. Retrieved from: <https://ct.counseling.org/2018/12/the-use-of-evidence-based-practices-with-oppressed-populations/>

Mitchell, M., & Butler, K. (2018). Acknowledging Intersectional Identity in Supervision: The Multicultural Integrated Supervision Model. *Journal of Multicultural Counseling & Development*, 49 (pp. 101-114).

Sue, Derald; Capodilupo, Christina M.; Torino, Gina C.; Bucceri, Jennifer M.; Holder, Aisha M. B. ; Nadal, Kevin L.; & Esquilin, Marta. (2007). Racial Microaggressions in Everyday Life: Implications for Clinical Practice. *American Psychologist*, 62 (4), 271-286.

**MSU COUNSELING SYLLABUS MATRIX**

This course is designed to meet certain content standards for accreditation adopted by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 standards. As such, CACREP standards covered in the course, goals, learning outcomes, learning objectives, curricular activities, and curricular assessments are displayed below:

<b>THEMES</b>	<b>LEARNING OBJECTIVES</b>	<b>CACREP STANDARDS (2016)</b>	<b>LEARNING ACTIVITIES</b>	<b>LEARNING OUTCOMES</b>	<b>EVALUATION TOOLS</b>
History and Systems: Societal and institutional practices that enhance or impede access and success.  • <i>Power</i>	- the effects of power and privilege for counselors and clients - the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others,	2.F.5.f  2.F.2.d  2.F.2.f	-Privilege and Power discussion worksheet (wk3) -Interpersonal Neurobiology basics applied to neuro-biological impact of marginalization and generational trauma; epigenetic	Students demonstrate awareness of systems-level analysis of identity and how history of policy and practice impact individuals and communities.	Assignment Rubrics  Targeted Participation worksheets

<ul style="list-style-type: none"> <li>• <i>Privilege</i></li> <li>• <i>Oppression</i></li> <li>• <i>Marginalization</i></li> <li>• <i>Trauma of Marginalization and Neuroscience of Oppression</i></li> <li>• <i>Cultural Identity Characteristics (including Sex, Gender ID, Affectional Orientation, Race, Ethnicity, SES, Ability, Religion/Spirituality, etc.)</i></li> </ul>			<p>transmission of trauma (Indigenous Soul Wound, generational impact from Holocaust survivors)</p> <p>-film: Racism is Real</p> <p>-film: why I'm not racist is half the story</p> <p>-film: Trail of Tears Impact</p> <p>-film: Creation of Whiteness –how race was used to hide class</p> <p>-film: Racist history of Chinese Restaurants</p> <p>-film: Japanese American Incarceration Camps</p> <p>-film: I'm Mexican</p> <p>-film: Unapologetically Latinx</p> <p>-film: Somali's worry about mental health</p> <p>-film: Undocumented students in US face unique challenges</p> <p>-film: Black Self White World—lessons in internalized racism</p> <p>-film: being a Muslim American</p> <p>-film: Dangerous ways ads see women</p> <p>-film: culture of masculinity PBS</p> <p>-film: It gets better Joel Burns</p> <p>-film series: non-binary gender identity Stanford</p> <p>-film: Why is there still Poverty in America</p> <p>-film: Disability Discrimination</p> <p>-film: I'm not accepted for my religion</p>	<p>Students will apply interpersonal neurobiological concepts to the impact of marginalization and histories of non-dominant groups. Students will identify multiple identity characteristics and apply power-privilege concepts to those characteristics. Students will hear and consider the voices and stories of people describing their experiences relative to their marginalized identity characteristics.</p>	
<p>Self-Other-Awareness and impact of self on others in consideration of intersectional identity variables.</p> <ul style="list-style-type: none"> <li>• <i>Discrimination</i></li> </ul>	<p>-multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</p> <p>- counselor characteristics and behaviors that influence the counseling process</p>	<p>2.F.2.a</p> <p>2.F.2.e</p>	<p>-Autobiographical Portrait</p> <p>-Intersectional Privilege Worksheet (P2)</p> <p>-Interview re: Indigenous Heritage</p>	<p>Students will demonstrate self-awareness related to their own cultural messages, knowledge, and attitudes about diverse others.</p>	<p>Assignment Rubrics</p> <p>Targeted Participation worksheets</p>

<ul style="list-style-type: none"> <li>• <i>Implicit Bias</i></li> <li>• <i>Intersectionality</i></li> <li>• <i>De-Centering</i></li> <li>• <i>Cultural Humility</i></li> <li>• <i>Impact of Heritage/Identity</i></li> </ul>	<ul style="list-style-type: none"> <li>- help-seeking behaviors of diverse clients</li> <li>- the impact of spiritual beliefs on clients' and counselors' worldviews</li> <li>- cultural factors relevant to clinical mental health counseling</li> </ul>	<p>2.F.2.f</p> <p>2.F.2.g</p> <p>5.C.2.j</p>	<p>and ancestors' arrival to N. America</p> <ul style="list-style-type: none"> <li>-Engagement Activities/Report</li> <li>- Book Review</li> <li>-reflective Paper</li> <li>-Application Paper from Interview Panel: Impact of Racial Identity on Experiences in School and as adult</li> </ul>	<p>Students will examine their own and other cultural groups from a systems-perspective that addresses historical treatment, policies and practices impacting access, success, and equity of those groups. Students will explore intersectional and cultural variables as to their impact on students and clients.</p>	
<p>Ethical and effective practice of Multicultural Counseling</p> <ul style="list-style-type: none"> <li>• <i>Identity development models</i></li> <li>• <i>Ethical Guidelines</i></li> <li>• <i>Multicultural Counseling Competencies</i></li> <li>• <i>Advocacy</i></li> </ul>	<ul style="list-style-type: none"> <li>-ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships and promote resilience and optimum development and wellness across the lifespan</li> <li>-theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</li> <li>-multicultural counseling competencies</li> <li>- advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</li> <li>-strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</li> <li>- skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement</li> </ul>	<p>2.F.3.i</p> <p>2.F.5.d</p> <p>2.F.2.b</p> <p>2.F.2.c</p> <p>2.F.1.e</p> <p>2.F.2.h</p> <p>5.G.3.h.</p>	<ul style="list-style-type: none"> <li>-Minimum MC Competencies for Practice Survey (rating self and other's view of self by using MC competencies)</li> <li>-film: Empathic Civilization</li> <li>-film: Making space for your student's perspectives</li> </ul>	<p>Students will read and explore the ethical and multicultural competency guidelines of the Counseling profession. Students will develop knowledge about how to consider identity and experience variables across the lifespan, and to advocate for equitable access to healthy outcomes for students and adults.</p>	<p>Assignment Rubrics</p> <p>Targeted Participation worksheets</p>
<p><b>Key Performance Indicator:</b> Diversity Foundations Collection</p>					

## **COURSE EXPECTATIONS:**

**Attendance and Engagement Policy:** I ask that you attend each class and be a consistent, appropriate, and knowledgeable participant in class discussion. Unexcused absences, excessive excused absences as well as repeated tardiness or leaving class early, will result in lowering of your final course grade. Given the nature of this course, students who miss more than two classes will be dropped from the course and will be encouraged to take the course at its next offering. Everyone learns differently, and it is important to me to honor a variety of learning styles and ways of knowing. If you are unsure how you are engaging in the class, please set up a meeting with me and we can discuss perceptions. Engaged and contemplative engagement can be demonstrated by the following:

- verbal contributions in larger classroom discussion
- verbal contributions in small group discussions
- clear demonstration of course content knowledge in assignments
- introspection of course content
- voicing dissenting thoughts in a respectful way to course content
- asking questions/adding comments which indicate thoughtful reflection on material
- gaining and compiling resources outside of what is required for the course
- engaging in advocacy outside of course

**Technology:** The use of technology is a part of our everyday lives at the university and there is important information you should know about your own computer's capabilities, Internet access, Blackboard, and other technology tools whether you are participating in a classroom on campus or taking an online class. For information on the basic computer requirements to be successful in class visit the [Knowledge Base for Computer Requirements](#) on the Missouri State University website. It is strongly recommended that, in addition to your standard means of access, you have an alternative plan for acquiring course materials, should your computer fail to function, or your Internet connectivity becomes disrupted. The MSU campus library is an excellent option if it is nearby; otherwise, most public libraries offer Internet access. If you have a laptop computer, then familiarity with local "hotspots" might also serve you well. It is your responsibility to actively and proactively address technical problems, therefore, develop a plan to address technical problems before they arise. If you need assistance with Blackboard the MSU helpdesk can be reached by phone at 417-836-5891 or by emailing [HelpDesk@MissouriState.edu](mailto:HelpDesk@MissouriState.edu). You can also visit the [Help Desk website](#) for a live chat option.

**Blackboard.** We will utilize Blackboard throughout the semester. I will use the announcements tool to post information about the course as the semester progresses. All course assessments will be submitted through Blackboard (this includes any written assignments, quizzes, tests, etc.), and should be **uploaded in PDF format only**. You will also have access to view your grades through the My Grades link so you can stay up to date on how you are doing in the course. If you are unfamiliar with how to use Blackboard, I recommend reviewing the [Blackboard Basics for Students](#) on the Computer Services Knowledge Base. **Blackboard Ally:** To help ensure you have access to your digital learning materials in formats that work for your different devices, learning needs, and

preferences, Blackboard includes a new tool called Ally. Explore the [Accessibility website](#) to learn more.

**Classroom Expectations for Students using Digital Learning Platforms:** Students using a digital learning platform (Zoom, Blackboard, Teams) should maintain professional, focused behavior while in class. Be aware that the instructor and other students are observing your behavior. Successful students find that consistently using a distraction-free, well-lit, “study area” works best. Unprofessional behavior such as attending class while driving, lying in bed or stretched out on the couch, eating, playing with children or pets; or multi-tasking including texting, or working with other documents or apps while attending class using Zoom or Teams contributes to poor performance and is unprofessional. Students who engage in unprofessional behavior while using Zoom or Teams technology will be reminded of these expectations privately one time. If the behavior continues, this will be reflected in assessment of their professional dispositions, and related grading policies for participation will apply.

### **Digital Delivery Netiquette**

- I. Make sure you have a camera so that you can be seen through video when possible. Experiment with your lighting so that your face can be seen, especially for breakout sessions.
- II. Be aware of what/who is behind you and any other sounds in the area. Choose the quietest space available and mute yourself when you are not talking. Use earphones or buds when feasible.
- III. All participants should dress appropriately, as you would for class.
- IV. Use the chat box for comments, and the Q&A section for questions, or raise your hand for questions that involve discussion with the entire class.
- V. Please do not engage in other activities on your computer during class, since research shows that our brains cannot multitask.

**Participation in Asynchronous and Synchronous Learning:** Participation in experiential learning, case studies, and class discussions is required. Each student is expected to treat each person with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student questions demonstrating grasp of materials to be handed in at the end of class. (Substantive contributions based on readings and class experiences, raising questions that demonstrate either the student’s areas of confusion or the depth of the student’s understanding and a furthering of the topics at hand.) Each person has something important to contribute to the collective learning in our class experience, so it is the expectation that each student will participate in class discussions. Here are some “ground rules” participation:

1. Breathe and settle your body when conversations are tough. A Mindful approach to learning has been correlated with an increase in cultural consciousness (Anderson & Blisard, 2013).
2. Be open to learning, perhaps from a new perspective than you have previously considered, especially when it comes to systems-level analysis of our society. Try to move outside your comfort zone.

3. Be fully present and be an active participant. Use “I” language and speak from your own experience.
4. Respect each person’s right to be heard and to have their own experience that may differ from yours.
5. Listen to others before responding.
6. Don’t mistake your discomfort of feeling ideas challenged as a lack of safety—we will aim for “Brave” space of mutual respect for each other’s humanity while we strive to understand the impact of individual and group experiences as future counselors.
7. Be responsible for your own growth and development. Notice your own reactions and become curious about them as a source of deeper understanding.
8. Do not judge another person’s feelings, and do not mistake your feelings for “fact”; the goal is truly hearing and understanding. Be soft on people and hard on the barriers to understanding.
9. Be gentle with yourself and others as we all learn and grow.

**Student Engagement:** Participation and questions are expected in class discussions. It is the responsibility of each of us to treat each other with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student worksheets or exit tickets demonstrating grasp of materials will be handed in at the end of class or posted to Blackboard. Student engagement and understanding attained from worksheets or exit surveys should demonstrate your depth of understanding of the material and a furthering of the topic at hand.)

**Expectations for Written Work .** Students are expected to have read required materials prior to class. These readings are complementary and cumulative and will be used as a basis for all class activities, including quizzes. My expectation is that we will build upon the readings and develop higher-order applications of the concepts: analyzing, evaluating, creating (Anderson, Krathwol & Bloom, 2001), rather than simply review the readings, so your preparation is critical. We will have guest speakers, watch films and have discussions or participation activities (graded) meant to build on the readings. If you don’t understand concepts in the book or want discussion, it is up to you to initiate that conversation!

All written projects are expected to adhere to the proper use of grammar, spelling and word choice, use of nonsexist and culturally sensitive language, as well as proper acknowledgment of quotations and citations. Journals are less formal stylistically but should use proper grammar and respectful language. Assignments in this class do not require APA style for formatting sections. Instead, please use the assigned prompts in the paper itself (single spaced) and write your response below them (double spaced). All written work should demonstrate graduate-level thought and analysis (see comments regarding Bloom’s revised taxonomy in #7 above), and should reflect understanding and integration of course materials and process. If you need assistance, please don’t hesitate to consult the Missouri State University writing lab and the “Bear Claw” in the library. For help with APA style: [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

Plagiarism or cheating of any form will not be tolerated (see Academic Integrity and all other University policies [here](#))



**Missing Class If You Are Sick:** While missing class is usually not advisable, it is important to stay home when sick to avoid the spread of communicable illness. If you are sick or not feeling well, please do not come to class but rather seek medical attention from your doctor or at Magers Health and Wellness Center. They can provide you a medical excuse and advise you when it is safe to return to class. Contact your instructor to let them know that you are sick and will not be in class. By working with your instructor, you will be able to keep up with readings and assignments through the Blackboard course site.

**Key Performance Indicator Policy:** A key performance indicator measures your performance in either a CACREP common core area or specialty area (clinical mental health counseling or school counseling). Failure to demonstrate proficiency on a Key Performance Indicator Assignment requires for you to re-do the assignment. If one is unable to demonstrate competency after a second review, one is required to retake the course to ensure that successful demonstration of knowledge and skill in the related area is achieved.

## **STUDENT OUTCOME TOOLS**

- 1. Reflective journal (J#1, J#2, J#3)-** (CACREP 2016 standards covered as part of this assignment: 2.F.2.a., 2.F.2.e., 2.F.2.f., 2.F.2.g., 5.C.2.j., 2.F.5.f., 2.F.2.d., 2.F.3.i., 2.F.5.d., 2.F.2.b., 2.F.2.c., 2.F.1.e., 2.F.2.h., 5.G.3.h.): This assignment DOES NOT need to follow APA **formatting** but should retain sensitivity to appropriate language and graduate-level thought, analysis and writing, including APA style for quotes, citations and references if applicable. *Reflective journals will be used to: (a) assist you with exploring and better understanding course material; (b) provide you an opportunity to communicate your professional and personal development relative to diversity and cross-cultural counseling; and (c) facilitate in increasing your awareness of diversity. Your journals should demonstrate your understanding and integration of the concepts presented, and your understanding of your ethical responsibilities as a multiculturally competent counselor.*

You will write 3 (3) entries (minimum 2 **full** pages each!) reflecting thoughtfully on readings, class discussion, and assignments. Assigned topics may be provided. Journal entries should be divided into two parts that address: (a) your understanding of the material, reviewing key concepts—please don't repeat the book—apply it; and (b) your personal reflections and observations about your personal and professional growth as a multi-culturally conscious counselor.

- 2. Participation worksheets:** (CACREP 2016 standards covered as part of this assignment: 2.F.2.a., 2.F.2.e., 2.F.2.f., 2.F.2.g., 5.C.2.j., 2.F.5.f., 2.F.2.d., 2.F.3.i., 2.F.5.d., 2.F.2.b., 2.F.2.c., 2.F.1.e., 2.F.2.h., 5.G.3.h.): Throughout the semester, you will be assigned participation worksheets to directly reflect and apply that week's readings and class activities. These will help you to integrate the materials and will help the instructor to gauge the class progression and your individual understanding and engagement with the materials. These will be posted in Blackboard with due dates the following day, or will be completed as part of in-class activities.

- 3. Book review and reflective application paper (BR)-** (CACREP 2016 standards covered as part of this assignment: 2.F.2.a., 2.F.2.e., 2.F.2.f., 2.F.2.g., 5.C.2.j., 2.F.5.f., 2.F.2.d., 2.F.3.i., 2.F.5.d., 2.F.2.b., 2.F.2.c., 2.F.1.e., 2.F.2.h., 5.G.3.h.): Choose one of the following books to read and on which to thoughtfully reflect. (annotations from Amazon website). The bookstore will have limited copies of these titles available, and some of these titles may have longer delivery time due to high demand with the present “racism pandemic” and national interest (several are on NYT bestseller list at present), but most are also available for digital reading. If purchasing, consider local independent booksellers whose tax dollars support our local community. Also check the university library, or feel free to share among classmates. However, ***this will require advance planning, so start soon!*** Guidelines for the paper are listed below the annotated book choices and due date is listed in the class schedule.

**Guidelines for reflective application paper:** (paper should be 10-12 pages of content not including reference page, double spaced). Please leave prompts in paper (single spaced as reference points) and write to each prompt (APA style for this paper only applies to language choice and quotes/citations, not to formatting):

- 1) Briefly describe the book and identify 5-8 of the most poignant take-aways for you. When quoting the author, please use appropriate APA style for citation; however, I’m interested in hearing you write about these points in your own words for the most part. Quotes should be brief if used.
  - 2) Describe how you were impacted by the book—what were your internal awareness and reactions? What did you do when you became aware of your internal feelings in response to the readings? (This is an opportunity to demonstrate your own self-awareness and track your own internal process and somatic disruption/settling. These are crucial skills for future counselors.)
  - 3) What applications does the book have for helping you to understand current events in the USA and world at this particular time in history? The context of global health and racism pandemics should be included. Please make at least three points of connection/application.
  - 4) What applications does this book have for specifically relating to future clients? Please make at least three points of connection/application, also citing the Jones-Smith text with each point, and linking and citing the relevant ACA ethics codes and Multicultural Counseling Competencies with each point.
  - 5) What areas of future growth did you identify for yourself from this book? Please be specific about the area of growth and identify at least 3 areas you feel you need to grow (identify whether the growth is knowledge, personal awareness, or skill related).
  - 6) Conclusion.
- 4. Autobiographical Portrait (AP)—My experience and impact of bias.** (CACREP 2016 standards covered as part of this assignment: 2.F.2.a., 2.F.2.e., 2.F.2.f., 2.F.2.g., 5.C.2.j.): For this assignment you will first consider your identity characteristics from the activity early in our class, particularly noting aspects of your identity that confer social power/privilege as well as those aspects that have resulted in marginalization (think broad social categories such as race, gender, ability, SES, religion, and the groups with socio-cultural dominance in the United States). You have likely been on both ends

of bias (where you presumed it on others from a position of social power, and where you have experienced it from others from a position of marginality). The purpose of this assignment is for you to begin or continue to develop a level of comfort when discussing topics related to discrimination, and for you to explore your own ability to consciously or unconsciously participate in socially patterned dynamics. Additionally, it is my intention that you reflect on how your personal experiences with discrimination may have shaped your perspectives and worldviews. *Counselor know thyself.* Well-written papers will explore the **impact** of discrimination/bias through a developmental lens.

You'll write a semi-structured 3-4 page reflection describing in some detail one (1) to two (2) instances in which you have experienced some form of discrimination, prejudice, or bias on the basis of some identity characteristic of yours that represents a **marginalized** identity group (related to race, ethnicity, nationality, sexual orientation, gender, gender identity, religion, social-economic status, body image, etc.) While you may include events from childhood, please do NOT restrict your writing to in-home experiences, or bullying experiences from other children. If those are part of your experience you may write about them, however; your reflection should include those experiences echoed in the outside world as well (by teachers, coaches, bosses, other people in power positions). I am particularly interested in your self-reflection of how these identity aspects convey meaning in shaping your own view of yourself by the meanings others have assigned to them.

**Please leave these prompts in your paper and write directly to them. Specifically, your portrait should include the following:**

- 1) **My experience:** Describe your identity characteristics as requested above. Then describe the experience(s) with discrimination/bias (e.g. who, what, when, where, how, and why)
- 2) **Impact:** Discuss how the experience(s) have impacted your development as a person, using specific examples at **more than one point in your life since then.**
- 3) **Counseling Implications:** Discuss how a counselor was helpful if that was available to you, or how you *imagine* a counselor *could* have been beneficial in addressing the experience(s) with you at that time, by helping you process your experience(s) and *if you wish and if it would have been appropriate*, including a counselor's possible role in helping you speak with the person(s) who was/were responsible for the experience(s).

*NOTE: If you feel you have never been discriminated against or experienced bias directed towards you, please share what identity characteristics you ascribe to yourself and describe how you have come to this conclusion. In this case, you could alternatively write an autobiographical portrait describing an instance(s) in which **you** have discriminated against or have directed bias towards someone else, particularly if you also occupied some position of power (social or role power), and carry out the rest of the assignment on that basis. (These should be actionable instances, not just your thoughts—what did you “do” or “say” that likely impacted the person negatively on the basis of this identity characteristic and social positioning in the larger social context?). As above, this should include experiences where you visited your social power in accordance with others in power*

*positions (either when you were a coach, teacher, leader, or mirroring those people who share the dominant discourse for that aspect of identity).*

- 5. Engagement Experience with Reflective Papers (EE)** (CACREP 2016 standards covered as part of this assignment: 2.F.2.a., 2.F.2.e., 2.F.2.f., 2.F.2.g., 5.C.2.j): Students are required to seek out two (2) community events or organization related to the needs and support of diverse/marginalized populations that does not reflect the student’s own identity group membership. Examples of engagement could be attendance at a meeting of the organization focused on needs of the population (such as NAACP, MSU Tough Talks, other meetings related to the populations we will discuss this semester—this is a moving target, in that there may be multiple opportunities that are unknown as we begin the semester). Examples of organizations with which you could engage would be those supporting any of the marginalized populations we will discuss—you should familiarize yourself with resources on the organization’s website, consult any other sources that would help you understand the unique needs of that population, and take into consideration particular challenges related to our contemporary context (racism reckoning following George Floyd’s murder, public health in COVID-19 era, and environmental issues related to climate change). You should seek out someone who represents that organization or identifies with the identity/organization who is willing to chat with you to assist your understanding of their personal experiences (virtual via Skype or ZOOM ok for this conversation).

At least one of these activities should be demonstrably outside of the student’s “comfort zone” and the student should address their personal history in each reflective journal. One of these activities must specifically deal with low-SES/poverty, Racial diversity, or LGBTQ populations, since these are most certainly topics with which you need familiarity in your work in this region. Sample Springfield area events (some of these will be available virtually but will require you to investigate—this list was created pre-COVID) would include the NAACP meetings, Tough Talks, MLK, Jr. March and Rally, The Northwest Project, the Multicultural Resource Fair, Powwow, MSU Heritage Month lectures and events, diversity related art events; some music and films may also be options. The MSU calendar lists events related to heritage month activities, and the community will have additional events.

Additional options will be shared as instructors become aware of them. Activities must be approved in advance by the instructor, and will be followed by a minimally structured 3-5 page paper reflecting on the experience and referencing the topics discussed in class. Note due dates in schedule. Students should prepare for experiences by doing some research before their chosen event! Ask in class for additional guidelines.

Please leave these prompts in your paper and write directly to them.

Papers should address:

- 1) Your process of choosing the event or group, including your previous personal experience or knowledge of this population
- 2) What you did, with whom you spoke, any research you did before the event and how it informed you
- 3) Specific needs of this population of which future counselors should be aware
- 4) The impact of this experience on you personally and professionally, noting anything that may have changed in you as a result of this experience

6. **Interview Exploring the Impact of Marginalization (MI)**- (CACREP 2016 standards covered as part of this assignment: 2.F.2.a., 2.F.2.e., 2.F.2.f., 2.F.2.g., 5.C.2.j., 2.F.5.f., 2.F.2.d., 2.F.3.i., 2.F.5.d., 2.F.2.b., 2.F.2.c., 2.F.1.e., 2.F.2.h., 5.G.3.h.): During the semester, the instructors will assemble a group of individuals for a personal group interview activity. There will be a protocol provided, but these community individuals will speak about their own experiences of marginalization on the basis of their perceived racial identity (by skin color/hair texture, facial features). You will be in a small group (via ZOOM breakout room) and will alternate asking questions of your interviewee for the allotted time. Each of you should take notes from the interview and pay attention to your own internal reactions such that you can thoughtfully complete the assignment that follows. You should also attend to your use of language and how your own body is reacting to what the person shares or how they speak, etc. My expectation is that you are both genuine and respectful, and that you utilize breath-work and other settling strategies to “stay with” parts of the conversation that may feel difficult. The goal of this assignment is for you to personalize and integrate concepts we discuss in class, and to begin to make application to the implications for you as a future ethical and multiculturally competent counseling professional. This COU 714 assignment is unchanged in terms of focus, for the past 10 years of this course, and only has been altered to accommodate our COVID-19 context and the need for physical distancing

Students are required to interview an individual from a racially marginalized group who represents diversity from the student. Note: While learning about International diversity is extremely valuable, for this first survey course, interviewees must be persons who have been raised since early childhood (since age 4) in the continental US and who represent **domestic diversity** (i.e. are visibly identified as diverse others by dominant culture persons). This would include African Americans, Asian Americans, Hispanic Americans, or Native Americans. *My expectation is that if you take an additional (advanced) course in diversity awareness, these interviews will expand to other identity groups.*

Most students have found these personal interviews to be one of the most growth-producing and satisfactory experiences in the course, and as counseling students, these conversations, even when anxiety-provoking, are essential for your skill development with diverse populations. I will provide a basic interview protocol and details about the structure of the reflection paper

and mask-wearing to limit community spread of the disease. What follows is the explanation from prior syllabi to contextualize the assignment:

Protocol for the interview and reflection paper will be provided closer to the date of the assignment

7. **Diversity Foundations Collection (Key Performance Indicator)**. (CACREP 2016 standards covered as part of this assignment: 2.F.2.a., 2.F.2.e., 2.F.2.f., 2.F.2.g., 5.C.2.j., 2.F.5.f., 2.F.2.d., 2.F.3.i., 2.F.5.d., 2.F.2.b., 2.F.2.c., 2.F.1.e., 2.F.2.h., 5.G.3.h.): *Upon first glance this might appear to be a mammoth of an assignment, but keep reading; much of it has already been completed!*

The purpose of this final project is to create a portfolio that will be submitted to meet CACREP standards required in this class. The portfolio gives you ample opportunity to explore and integrate themes identified throughout the semester related to diversity and your cultural background, and to demonstrate the foundation of knowledge and awareness necessary to continue your development as a multiculturally competent counseling professional. Your portfolio will be composed of two parts: (a) an integration letter written to your future counselor self, “A Letter of Love” (*in honor of Dr. Maia Moore, who designed the original assignment*), and (b) “Artifacts”--your completed assignments from the semester.

**The portfolio will be organized into a single pdf file, with page dividers for Part I and Part II**

**PART I. “A Letter of Love” Integration Letter to My Future Counselor Self:**

Students should **integrate and cite all required readings** as well as any additional sources needed. Be sure to review and reference your own papers created throughout the semester, including your autobiographical portrait. Those personal papers can be referenced by your name and the initials in the syllabus assignment. Please use the section descriptions as headers for your narratives. APA style should be utilized for language choice, citation and references.

**(1) Semester Overview:**

Carefully *consider the semester experience as a whole, applying this class experience to your life: personally, in your family and community, and as a professional.* This section of the project should be at least 4 pages.

- a. Reflect on the “you” who entered this class at the beginning of the semester. What did you expect, how did you think this could (or wouldn’t) relate to your work as a counselor in the future?
- b. What was most challenging for you as you navigated the semester (not asking about the amount of reading/writing, more about the emotional challenges).
- c. If you could send a message to your “beginning of the semester self” from your current perspective, what would you say to them?
- d. What insights have you gained about your own growth/development, and your role as a professional counselor? Specifically, respond to the following:
  1. What is new awareness about the impact of your own cultural identity and your ethical role with others who may have different experiences? How will you position yourself to create an inclusive environment for your future clients/students? (This section needs to address the **implications** of your intersecting identity characteristics, as others are likely to see you, not just as you see yourself).
  2. What have you learned about possible barriers to learning and growth that are related to having marginalized identity characteristics?

3. What have you learned about the historical impact of marginalization (through policies, laws, institutional practices, etc.)? Consider how power, privilege and oppression function to impact mental health.
  4. Why is it important to learn about historical events with regard to identity characteristics? Name several historical events that you learned about during the semester, along with how you believe they may impact future clients/students in your professional practice.
- e. Describe how you have demonstrated increased cultural competence and consciousness through your written work and class engagement. Cite examples from your written class work. How have you been impacted? How are you better prepared to be a multiculturally competent counseling professional in the future?

**(2) Future vision:**

- a. Describe the multiculturally conscious counselor you hope to become in the future. Include your desired work setting (school or CMHC setting), and the unique challenges that may be in that setting. This description should include at least three (3) characteristics and attributes you hope to possess when working with clients from diverse backgrounds.
- b. Describe and cite course activities “why” you believe these three characteristics are specifically relevant to the racial, ethnic, and cultural groups (use applicable examples).
- c. Lastly, when thinking about the characteristics you hope to possess as a multiculturally conscious counselor, consider:
  1. Discuss your positionality and differences: How your own race, culture, experiences, gender and other factors could shape your relationship with a client or student who differs from yourself
  2. Discuss advocacy: What characteristics would be beneficial to serve as an advocate for clients from underrepresented groups (be specific as to your context, either School or CMHC)
  3. Discuss knowledge you still lack at this point: What kind of knowledge do you need in order to be aware of systems and structures of advocacy?

**(3) Goals and Plan:** Taking into consideration the above explorations, identify specific learning goals for yourself after this class.

- a. list three (3) specific goals you will need to accomplish in order to become the multiculturally competent counselor you envision yourself to be in the future; and describe how you will accomplish your goals, using SMART goals (Specific, Measurable, Attainable, Relevant, and Time-Bound.). This [website](#) may help you if you aren't familiar with SMART goals.
- b. Be sure that your goals relate to the characteristics you identify above and will help you to grow in specific ways that you identify. Also it is fine to utilize the multicultural competencies and ethics code here to help you develop goals and plans.

c. SMART format: Please put the goal in this format so you can self-check to be sure the goal is properly stated.

1. Specific: (what, who, where, which)
2. Measurable: (how much, how many, how accomplished)
3. Attainable: (can I reasonably do this)
4. Relevant: (worthwhile, timely, applicable)
5. Time-Bound: (can be accomplished in a specified time, by when)

(4) **Summary:** Briefly summarize this integration in a short narrative fashion, using a letter from your future multiculturally conscious counselor self, perhaps offering the encouragement you may need at this beginning of your professional training.  
*Dear (my name), . . .*

### **PART II. Artifacts:**

Remember I said it is crucial that you save all of your work? Well, this is why! This part of the assignment will include artifacts of work you have completed for this course throughout the semester. *Please scan the graded versions of all assignments, including any rubrics or score information.* Include the following, in this order:

- 1) Your autobiographical portrait
- 2) Three (3) of your journal reflections
- 3) Your engagement experience reflection that stood out to you the most to you
- 4) Your diversity interview experience
- 5) Any quiz or extra-credit assignment that you feel helps to demonstrate your growth

8. **Quizzes** - There will be up to 5 quizzes throughout the semester, based on readings, class discussion, and in-class activities. Tentative dates for five of them are listed in the syllabus, but unannounced quizzes are possible. There are **NO MAKEUP OPPORTUNITIES FOR MISSED QUIZZES.**

### **COURSE GRADING:**

Your final grade is determined by the total number of points you earn for each of the course activities (breakdown listed in the Grading Scale Table below).

1.	Class participation and weekly engaged discussion	120*
2.	Autobiographical Portrait	90
3.	Final Portfolio with Letter of Love	150
4.	Book Review and Reflective Paper	100
5.	Reflective journals (3 x 30)	90
6.	Diversity Interview	150
7.	Engagement and Reflection (2 x 75)	150
8.	Quizzes (5 x 30)	150
	Total possible points:	1000

**Special Note:** Engaged discussion presumes that each student will also demonstrate growth toward ethical and effective applied knowledge and engagement skills with regard to diverse others. Failure to demonstrate these competencies will subject the student to a failing grade in



the course, regardless of points earned in other areas. Many weeks will require a reflective assignment to be handed-in for participation points.

### **GRADING SCALE**

Final grades will be determined using the total points you earned during the semester:

93.00% or higher = A; 90.00% to 92.99% = A-; 87.00% to 89.99% = B+; 83.00%-86.99%= B; 80.00% to 82.99% = B-; 77.00% to 79.99% = C+; 73.00% to 76.99% = C; 70.00% to 72.99% = C-; 67.00% to 69.99% = D+; 60.00% to 66.99% = D; 59.99% or lower = F

### **UNIVERSITY POLICIES:**

The purpose of the [University Syllabus Policy Statements](#) is to support teaching and learning on the Missouri State campus. The established policies are in place to ensure that students, faculty, and staff may pursue academic endeavors with as few obstacles as possible. As a student at Missouri State University, you are a part of the university community therefore, you are responsible for familiarizing yourself with the [University Syllabus Policy Statements](#). These policies cover topics such as nondiscrimination, disability accommodation, academic integrity, among many others. For program and course specific policies please refer to the individual course syllabus provided by your instructor.

**COPYRIGHT AND RECORDING:** Class lectures are protected by copyright law and constitute the intellectual property of the faculty member. Accordingly, students are not permitted to record lectures or other class activities unless they have received an approved disability accommodation authorizing such recording, or they have obtained permission from the faculty member prior to recording. Distribution or sale of recordings or other course materials is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law and the Code of Student Rights and Responsibilities (Sections 4.6, 4.8, 4.9). The faculty member, however, reserves the right to record lectures or other class activities, and may make any such recordings available to student who have missed a lecture or activity due to illness or another excused reason.

### **SUICIDE PREVENTION, AVAILABLE SUICIDE PROGRAMS AND**

**RELATED PROCEDURES:** In accordance with Missouri law (Mo. Rev. Stat. §173.1200), Missouri State has established a new policy regarding Suicide Prevention, Available Suicide Programs and Related Procedures. The Suicide Prevention Resource Policy can be found at the following link:

[https://www.missouristate.edu/policy/Op1\\_08-suicide-preventionavailablesuicide-programs-and-related-procedures.htm](https://www.missouristate.edu/policy/Op1_08-suicide-preventionavailablesuicide-programs-and-related-procedures.htm)

**COPYRIGHT & FAIR USE STATEMENT:** This course may contain copyrighted material, the use of which may not have been specifically authorized by the copyright owner. This material is available in an effort to explain issues relevant to the course or to illustrate the use and benefits of an educational tool. The material contained in this course is distributed without profit for research and educational purposes. Only small portions of the original work are being used and those could not be used easily to duplicate the original work. This should constitute a 'fair use' of any such copyrighted material (referenced and provided for in section 107 of the US Copyright Law). In other cases, materials reflect the instructor's original intellectual work,

including games, models and other educational tools. These have implied copyright whether previously published or not. If you wish to use any material from this course for purposes of your own that go beyond 'fair use', you must obtain expressed permission from the copyright owner.

### **DISABILITY ACCOMMODATION POLICY FOR STUDENTS:**

***Policy statement.*** MSU perceives students with disabilities as a valued identity group and integral to our campus diversity. We strive to proactively create usable, equitable, inclusive learning environments. However, due to the design of a University course or program, students with disabilities may experience barriers to their full and meaningful participation. When this occurs students should request an environmental or course adaptation through the process outlined below. It is the policy of Missouri State University to comply with all applicable federal and state laws prohibiting disability discrimination.

The Disability Resource Center (DRC) is the University office responsible for the evaluation and implementation of reasonable accommodations based on a disability. The DRC provides resources and collaborates with all students with disabilities. The DRC is the entry point for all disability resources and accommodations for the Springfield Campus. Students interested in receiving a reasonable accommodation must contact the DRC information: Meyer Library, Suite 111, 417-836-4192 (voice) or 417-836-6792 (TTY), [MissouriState.edu/Disability](http://MissouriState.edu/Disability). On the West Plains and Mountain Grove Campuses, students should contact the Advisement and Academic Coaching Center for Empowering Student Success (AACCESS), 128 Garfield, 417-255-7222, [WPAACCESS@MissouriState.edu](mailto:WPAACCESS@MissouriState.edu).

### **Requesting accommodations**

Students with disabilities who experience or anticipate barriers to their participation are encouraged to request accommodations by going through the following process. Students should request accommodations as soon as a barrier to participation is anticipated as accommodations cannot be provided retroactively. Distance learning students should follow this same accommodation process. Students with disabilities should contact the DRC for an appointment. The purpose of the appointment is to discuss the barriers the student has experienced or anticipates. Students should then complete the online [request for accommodation form](#) and submit it. Students may also fill out a hardcopy form through the appropriate resource office.

**COURSE CALENDAR: TOPICS, ASSIGNMENTS AND CACREP STANDARDS**

**Statement of Flexibility:** Please note that the course calendar, my office hours, removing or altering assignments in advance of their due date, etc. are subject to change due to inclement weather, student needs, instructional delays, etc. I will communicate any changes that may occur in class (when possible) and through the course announcements on Blackboard.

<b>Week</b>	<b>Date</b>	<b>Readings</b>	<b>Topics</b>	<b>2016 CACREP Standards Addressed</b>	<b>Assignments/Experiences (due before class begins— see Blackboard for due dates/times)</b>
1		J-S: CH 1 J-S: pp 383-391 Ethics and MC competency documents	Introduction, Syllabus Centering/De-centering, Facing Fear Culturally Competent Counseling, ETHICS Strengths-Based Model Overview	2.F.1.e.; 2.F.2.a.; 2.F.2.c.; 5.C.2.j.; 5.G.3.h.	
2		J: Chs. 1-5 (66p) J-S: CH 2 J-S: pp 589-599	History, Voice and Power Systems Introduction Cultural Humility Wilber’s 4-quadrant Model Intersectionality	2.F.2.b.; 2.F.2.d.; 2.F.2.e.; 5.C.2.j.; 5.G.3.h.	We will begin intersectionality identity worksheet in class, participation worksheet to follow, due (date) by 5pm.  Quiz 1
3		J-S CH 3 D-Intro, Ch 1-5 (88p) J: Chs. 6-9, pp (74p)	Intro to Neuroscience Neuro-Informed Care Trauma Of Marginalization Identity Development Racism 2.0/ Colorblind Universalism Privilege, Power and Difference	2.F.1.e.; 2.F.2.a.; 2.F.2.c.; 2.F.2.b.; 2.F.2.d.; 2.F.2.e.; 5.C.2.j.; 5.G.3.h.	<b>Assignment #1:</b> <b>Autobiographical Portrait: My experience and Impact of Bias</b>

4		D: Ch 6-12 (84p) J-S: CH 5	Strength-Based Model: Culturally Responsive Counseling What is Privilege?	2.F.1.e.; 2.F.2.a.; 2.F.2.c.; 2.F.2.b.; 2.F.2.d.; 2.F.2.e.; 5.C.2.j.; 5.G.3.h.	Journal 1
5		J-S: CH 8, 18	African descent Immigrants and Refugees	2.F.2.f.; 2.F.2.h.;2.F.5.d.; 5.C.2.j.; 5.G.3.h.	Engagement Reflection #1
6		J-S: CH 9 J-S: CH 13	Native American descent European descent	2.F.2.f.; 2.F.2.h.;2.F.5.d.; 5.C.2.j.; 5.G.3.h.	Journal 2
7		J-S: CH 12, 19	Arab and Muslim, Multiracial	2.F.2.f.; 2.F.2.h.;2.F.5.d.; 5.C.2.j.; 5.G.3.h.	
8		J-S: CH 10, 11	Spanish/Latin descent; Asian descent	2.F.2.f.; 2.F.2.h.;2.F.5.d.; 5.C.2.j.; 5.G.3.h.	
9		J-S: Ch 14	Therapy with Women; Men and Masculinity	2.F.2.f.; 2.F.2.h.;2.F.5.d.; 5.C.2.j.; 5.G.3.h.	Engagement Reflection #2
10		J-S: Ch 15	Sexuality, Sexual Orientation, Gender Identity	2.F.2.f.; 2.F.2.h.;2.F.5.d.; 5.C.2.j.; 5.G.3.h.	Book Review reflective paper
11			Crossing Borders film		Crossing Borders Quiz
12		J-S: pp569-589 Overclass Blues article	SES, Class/Privilege Social Inequalities Intersectionality Revisited	2.F.2.f.; 2.F.2.h.;2.F.5.d.; 5.C.2.j.; 5.G.3.h.	
13		J-S: Ch. 16, 17	Disability, Ableism, Ageism	2.F.2.f.; 2.F.2.h.;2.F.5.d.; 5.C.2.j.; 5.G.3.h.	Journal 3

14		J-S: Ch. 16, 17	Disability, Ableism, Ageism (continued) Religion and Spirituality Social Justice	2.F.2.f.; 2.F.2.h.;2.F.5. d.; 5.C.2.j.; 5.G.3.h.; 2.F.2.g.	
15			Culturally Responsive Assessment Cultural Formulation Interview PULLING TOGETHER/LOO KING FORWARD	2.F.1.e.; 2.F.2.a.; 2.F.2.c.; 2.F.2.b.; 2.F.2.d.; 2.F.2.e.; 5.C.2.j.; 5.G.3.h.	Diversity Interview Paper
16		<b>Final Portfolio DUE by noon xxxxxx (hard deadline)</b> <b>FINALS WEEK: Individual appointments by request</b>			