

**COUN 535-7901-Online:  
Multicultural Counseling  
Spring 2025: January 13<sup>th</sup>-May 9<sup>th</sup>, 2025  
Chadron State College**

## **Part 1: Course Information**

### **Instructor Information**

**Instructor:** Lauren Coffey, PhD.  
**Office:** Distance Faculty  
**E-mail:** [lcoffey@csc.edu](mailto:lcoffey@csc.edu)  
**Office Hours:** Hours by appointment only  
**CSC Online (Canvas) Address:** <https://chadron.instructure.com/>

### **Credit hours**

3 credit hours

### **Course Description**

Topics include issues of diversity, cultural characteristics, culturally appropriate and sensitive interventions imperative for those entering the counseling profession (CSC Graduate Catalog, 2023-2024).

### **Textbook & Course Materials**

#### **Required Text:**

Hays, D. & Erford, B. (2023) Developing multicultural counseling competence: A systems approach (4<sup>th</sup> ed.). Pearson. **ISBN: 9780137474196**

**Tevera:** If you haven't already, you will receive an e-mail from Tevera inviting you to register for this service. The Counseling Program has recently adopted the Tevera software system for Practicum and Internship paperwork (e.g., site agreements, time logs, skill evaluations, etc.) and Student Key Assignments. You will gain access to this system by paying a one-time program fee and will have access to Tevera during your time in the program and beyond graduation. This helpful resource also allows you to access your clinical records after graduation and log clinical hours post-graduation to ease licensure/certification processes. Your invitation will direct you to register and make your one-time purchase through the CSC Bookstore or directly from Tevera. **Though you will see this requirement in all your syllabi, you will purchase Tevera only once.** Tevera License +CCS-R© Assessment, **ISBN# 978-0-9992321-5-6**

**Additional Materials:****ASCA School Counselor and Cultural Diversity Position Statement:**

<https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Cultural-Diversity#:~:text=ASCA%20Position,effective%2C%20culturally%20competent%20school%20counselor>

**AMCD Multicultural and Social Justice Counseling Competencies**

<https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>

**AMCD Multicultural Competencies (1996)**

[https://www.counseling.org/Resources/Competencies/Multicultural\\_Competencies.pdf](https://www.counseling.org/Resources/Competencies/Multicultural_Competencies.pdf)

**Additional Recommended Reading and References:****Association for Multicultural Counseling and Development**

<https://multiculturalcounselingdevelopment.org/about/>

**ASERVIC Competencies for Addressing Spiritual and Religious Issues in Counseling**

<https://www.counseling.org/docs/default-source/competencies/competencies-for-addressing-spiritual-and-religious-issues-in-counseling.pdf?sfvrsn=8>

**Competencies for ALGQQIA Individuals**

<http://nebula.wsimg.com/1dd769bd4535f9c08aab90349d881bf2?AccessKeyId=720287C8355A159AB9E1&disposition=0&alloworigin=1>

**Competencies for Counseling Transgender Clients**

[https://urldefense.proofpoint.com/v2/url?u=http-3A\\_nebula.wsimg.com\\_84e8fe2e0d2b3df3c4494f57cf6746df-3FAccessKeyId-3D720287C8355A159AB9E1-26disposition-3D0-26alloworigin-3D1&d=DwMFaQ&c=pZJPUDQ3SB9JplYbifm4nt2IEVG5pWx2KikqINpWlZM&r=1zQ9ek08EfyfzOXadnhktg&m=1KNOZGQnDw9vui2FhXffGX3sC3GoCGEFslNeeAOxE9I&s=CXW3JaiJ1qqepUPQNCoV7Omm6eVB36YQJY44gPk8o4c&e=](https://urldefense.proofpoint.com/v2/url?u=http-3A_nebula.wsimg.com_84e8fe2e0d2b3df3c4494f57cf6746df-3FAccessKeyId-3D720287C8355A159AB9E1-26disposition-3D0-26alloworigin-3D1&d=DwMFaQ&c=pZJPUDQ3SB9JplYbifm4nt2IEVG5pWx2KikqINpWlZM&r=1zQ9ek08EfyfzOXadnhktg&m=1KNOZGQnDw9vui2FhXffGX3sC3GoCGEFslNeeAOxE9I&s=CXW3JaiJ1qqepUPQNCoV7Omm6eVB36YQJY44gPk8o4c&e=)

**Method(s) of Instruction**

Course methodology is web-based. For assistance with technical questions, contact [helpdesk@csc.edu](mailto:helpdesk@csc.edu) or 308-432-6311. This course consists of individual participation through weekly assignments, collaborative discussions, and exams.

**Course Connection to Program Portfolio (Degree-Seeking Students):** A completed, approved e-portfolio is a requirement for graduation. It is a visual showcase of your work that demonstrates professional growth, achievement, and competence in counseling. Your portfolio must include a syllabus and key assignments from completed courses that contain a KPI assignment. **Your portfolio must include KPI 2 - Multicultural Interview Paper.**

### Course Requirements

It is intended that all courses at the graduate level will require greater intellectual effort, more independence in reading and investigation, and more constructive thinking than undergraduate levels of instruction. Requirements include active participation and completion of all assigned work on time. **Unless otherwise indicated, all written assignments must follow APA formatting guidelines:**  
<http://owl.english.purdue.edu/owl/resource/560/1/>

### Course Assignments

#### 1. Forum Discussions

There are 16 discussion forums due through the duration of this course. The purpose of forum discussions is to have a conversation based on the week's required readings. It is expected that students read through each forum posting. Postings must meet that of a graduate level standard. Replies should contribute to the overall discussion or understanding of the topic. They should be in detailed, reveal reflection, and depth of thought.

- a. **Initial Posting due by Wednesday (250 word minimum)**
- b. **2 Replies due by Sunday (200 word minimum, each)**
- c. **16 Forums total worth 10 points each**

#### 2. Assignments

The purpose of assignments is to reflect upon the week's readings and apply key concepts from the week's readings. While a forum is a public discussion, an assignment is an individual response that will not be read by any peers. Students should aim for a length of at least 1.5 pages double spaced, times new roman, 12-point font in order to provide a sufficient reflection that addresses the readings and supplied prompts.

- a. **16 assignments total worth 10 points each**

#### 3. BHECN Modules and Webinars

There are 6 BHECN webinars assigned through the course of this class. For each webinar, students will watch the recording or complete the module. Then, students will complete a 1-page (double spaced) minimum reflection on the key takeaways from the webinar. There are 6 webinars, and each is worth 10 points.

- a. An interdisciplinary approach to supporting transgender and gender-expansive children: Discussing the gender affirmation model
  - i. <https://vimeo.com/689098955>

- b. Intersectionality of LGBTQ+ Youths in Rural Settings – Ethics and Competencies
  - i. <https://vimeo.com/832705229>
- c. Intellectual and Developmental Disabilities: Considerations for caregivers and siblings' mental health
  - i. <https://vimeo.com/832732838>
- d. Mental Health and Aging
  - i. <https://vimeo.com/689471466>
- e. How Trauma and Historical Trauma impact development: Strategies for working with patients
  - i. <https://vimeo.com/561585591>
- f. Multicultural Orientation: A model to ethically engage diverse clients.
  - i. <https://vimeo.com/832729119>

#### 4. Quizzes

There are 18-chapter quizzes throughout the duration of this course. Quizzes can be taken one time and can be accessed in the Quiz tab on Canvas.

**a. 20 points per quiz**

- 5. **Privilege Aptitude Survey & Paper Assignment:** You will complete the Privilege Aptitude Test and reflection paper. Submit the paper to Canvas. See the instructions at the end of the syllabus.
- 6. **Multicultural Interview Paper & Rubric—KPI-2 (key assignment for your Counseling Portfolio):** You will interview someone who is culturally different. In other words, someone not of your own cultural or ethnic background. Interviews will be between 1-2 hours in-person or virtual. You will then complete the interview paper following the guidelines listed below. To ensure confidentiality, do not provide identifying information and use a pseudonym for the interviewee. You will adhere to APA style with a minimum of 4 pages. Please see the instructions and rubric at the end of this syllabus. You will submit this paper to Canvas and to Tevera.

### Mental Health & Wellbeing

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. CSC Health Services is here to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus at <https://www.csc.edu/healthserv/counseling/> or by calling (308) 432-6232 or visiting Crites Hall 343. Help is always available.

### Nebraska State College Board Policy 4141

For a 1-credit hour course, [Nebraska State College Board Policy 4141](http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf) (<http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf>) suggests that you spend at least 45 hours per credit hour in learning activities. Since COUN 535 is 3-credit hour course, you should plan to spend a **minimum** of 135 hours in learning activities.

A combination of the following learning activities will support you in attaining the course Student Learning Outcomes described in Part 2 of this syllabus. Be prepared to devote the Hours per Week associated with each of the course activities or components listed below.

Learning Activity	Hours Per Week	Total for Course
Direct Instruction	2 x 16 weeks	32
Reading & Interactive Multimedia	3 x 16 weeks	48
Discussion Forums	2 x 16 weeks	32
Assignments	2 x 16 weeks	32
<b>Total</b>		<b>144</b>

Actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student.

**\*\*Disclaimer:** Completing the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

## Part 2: Student Learning Outcomes

In addition to the following learning outcomes, the School Counseling Program also meets the *CSC Education Unit Intended Program Outcomes*:

- ***Visionary Leader Model Components:*** Communication, Thinking Skills, *Methodology*, *Leadership*, *Assessment*, Inclusive Learning Environment, Professionalism.
- ***InTASC Outcomes:*** Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, Leadership and Collaboration.

<b>COUN 535 Multicultural Counseling</b>	<b>CACREP 2016, LADC, CSC SLO, &amp; ASCA.</b>	<b>Related Assignment and/or Assessment</b>
Recognize the multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.	2.F.2.a; SLO-2 LADC-5 hours	<ul style="list-style-type: none"> <li>• Ongoing through course activities</li> </ul>
Recognize theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.	2.F.2.b; LADC-5 hours	<ul style="list-style-type: none"> <li>• Chapter 2: Developing multicultural counseling competence (readings, assignment, and chapter quiz)</li> </ul>
Identify multicultural counseling competencies.	2.F.2.c;	<ul style="list-style-type: none"> <li>• Chapter 4: Social justice counseling (readings, assignment, and chapter quiz) and Multicultural counseling competencies readings</li> </ul>
Recognize the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.	2.F.2.d; LADC-5 hours	<ul style="list-style-type: none"> <li>• Ongoing through course activities</li> <li>• Multicultural Interview Paper</li> </ul>
Recall the effects of power and privilege for counselors and clients.	2.F.2.e;	<ul style="list-style-type: none"> <li>• Chapter 4: Racism and white privilege and Chapter 3: Social justice counseling</li> <li>• Privilege Assignment</li> </ul>
Identify help-seeking behaviors of diverse clients.	2.F.2.f; LADC-5 hours	<ul style="list-style-type: none"> <li>• Ongoing through course activities</li> </ul>
Recognize the impact of spiritual beliefs on clients' and counselors' worldviews.	2.F.2.g; LADC-5 hours	<ul style="list-style-type: none"> <li>• Chapter 16: Spiritual diversity (reading, assignment, and chapter quiz)</li> </ul>
Recall strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	2.F.2.h; LADC-5 hours	<ul style="list-style-type: none"> <li>• Chapter 17: Using counseling theories in multicultural contexts &amp; Chapter 18: Multicultural diagnosis and conceptualization</li> </ul>

		<ul style="list-style-type: none"> <li>• Privilege Assignment</li> </ul>
Recognize cultural factors relevant to clinical mental health counseling.	5.C.2.j.	<ul style="list-style-type: none"> <li>• Ongoing through course lecture and discussion</li> <li>• Multicultural Interview Paper</li> </ul>
Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response.	ASCA 2.1	<ul style="list-style-type: none"> <li>• BHECN Webinars</li> <li>• Class readings, quizzes, and assignments</li> </ul>
Describe how to access school and community resources to make appropriate referrals based on the needs of students.	ASCA 4.3	<ul style="list-style-type: none"> <li>• Assignment #1: Resource document</li> </ul>

## Part 3: Grading Policy

### Graded Course Activities and Letter Grade Assignment

Assignment	Points
Forum Discussions (16 forums @ 10 pts each)	160 points
Assignments (16 @ 10pts each)	160 points
BHECN Webinars (6 webinars @ 20 pts each)	120 points
Quizzes	360 points
Privilege Assignment	80 points
Multicultural Interview Paper	100 points
<b>Total</b>	<b>980 points</b>

Letter Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Less than 60%

### **Late Work Policy**

To ensure your success in learning, you are responsible for completing all assigned work as high-quality submissions in the time frame allowed for each unit. You are also responsible for prioritizing your time accordingly to ensure timely completion of assigned course work and activities. Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

### **Viewing Grades in Canvas**

I will update grades in Canvas each time a grading session has been completed—typically one week following the completion of an activity.

## **Part 4: Course & Institution Policies**

### **Student Behavior**

#### **Academic Honesty**

Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined.

Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.

4. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one’s own original work. The following acts are examples of plagiarism:
- a. Submitting an assignment that someone else has written and claiming the work as one’s own.
  - b. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
  - c. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

**Note:**

- “Someone else” in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.
- Appropriation or imitating language, ideas, and thoughts of another author and representing them as one’s own original work is not tolerated. I will use Turn-it-In software to determine originality of your work. The first instance of plagiarism will result in failure of the assignment while more than one instance will result in failure of the course.
- View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC’s Policy Website (https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba)

**Attendance/Participation Policy**

The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor.

View the [Class Attendance and/or Participation Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC’s Policy Website (https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba)

1. **Internet Access:** In the case of a conference, work trip, or family vacation, it is the student's responsibility to make arrangements for Internet access. Therefore, online attendance in the course is expected.
2. **On Handling Technical Issues:** Our online learning environment depends on technology -- like those taking a face-to-face class needing a car or some other means of transportation (or mobility) to get to class. I must also say that humans control technology, and we can expect to be able to work through system glitches and failures quickly. Please see On Handling Technical Issues in CSC Online course resources. Please get in touch with [helpdesk@csc.edu](mailto:helpdesk@csc.edu) or 308-432-6311 for assistance should you have any additional technical questions.
3. **Communication/Email Etiquette:** Don't hesitate to contact your instructor for all questions and concerns regarding this course. Though I typically respond quickly, please allow up to 24 hours for a reply. Note that I may be unable to respond to an email on the day or hours before an assignment is due or on weekends. Thus, please begin your assignments early. Always **remember when writing professionally to begin with a salutation, provide course information, and a signature. It is crucial that you address people with the proper title. When you address professors with an earned doctorate (Ph.D. or EdD),** please address them with their academic titles. All the Counseling Program professors at CSC should be addressed with the title Dr. or Professor rather than Ms, Miss, Mrs, or their first names. Individual professors may not mind if you address them by their first name; however, never assume this to be the case. Should you not receive a response to your email, check to ensure that you have met all the above expectations, as I may not respond to emails resembling an informal text message. Finally, **check your official CSC Eagle email account often**, as all campus communications are sent to your Eagle mail.
4. **Confidentiality:** Like other courses in the Counseling Program, this course requires students to maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation. If one is found to violate confidentiality, the student's ability to continue the program will be in jeopardy.

### Dispositional Standards

Please see the [CSC Counseling Website](#) and [Counseling Student Handbook](#) regarding dispositional standards. The standards address a student's affective attributes and disposition to be a counselor. A corresponding Professional Dispositional Standards Rubric provides further guidance. A student's ability to meet the Dispositional Standards is continually reviewed by and subject to, the academic judgment of campus faculty, staff, and administration.

### Civility and Netiquette

Civil behavior enhances the learning environment and is always expected. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment. All class members are expected to follow rules of common courtesy in all communications (including email messages, discussions, and chats). You may find these guidelines helpful:

1. Label posts and emails with a relevant subject heading.
2. Use capital letters sparingly. THEY LOOK LIKE THEY ARE SHOUTING.
3. Forward emails only with a writer's permission.
4. Be considerate of others' feelings and use language carefully.
5. Cite all quotations, references, and sources.
6. Use humor carefully. It is hard to "read" tone; sometimes humor can be misread as criticism or personal attack. Feel free to use emoticons to let others know you are being humorous.
7. Use complete sentences and Standard English grammar to compose posts. Write in proper paragraphs—review work before submitting it.

### **Writing Style Requirements for All Papers**

1. The student must submit work in the format required by the class (MS Word, PDF) or another method (cut and paste, rich text format, etc.). CSC cannot open Word Perfect or Pages.
2. When writing a thesis, cite all resources using APA Style in both the text of your paper and on a separate reference page (see the APA manual or the APA style guide at <http://owl.english.purdue.edu/owl/resource/560/01/>; include a cover page, reference page, page numbers, and headers; the paper should be double spaced with 1-inch margins; Use only readable fonts such as Verdana, Times New Roman, Arial, or Courier in 12 point only;
3. Proofread everything you write, checking for grammar and spelling (have someone else read your work).
4. See Criteria for Graduate Level Writing in CSC Online Course Resources.
5. Please note that written assignments for this course are evaluated according to the objective standards of Formal English usage. If the phrase "Formal English" is unfamiliar, please become familiar with it before submitting the first written assignment. Here are a few links to help you get started:

- <http://www.monash.edu.au/lis/lionline/writing/general/academic/3.xml>
- <http://www.collegexpress.com/articles-and-advice/grad-school/blog/tips-take-your-writing-graduate-level/>
- [http://prezi.com/ldollwx-e\\_wk/graduate-level-writing-tips/](http://prezi.com/ldollwx-e_wk/graduate-level-writing-tips/)

**Equal Education Opportunity Policy/Nondiscrimination Policy**

CSC is committed to an equal opportunity program to encourage admission and employment and to provide procedures that assure equal treatment of all students and employees. The College administers its academic and employment programs and related supporting services in a manner that does not discriminate based on gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are consistent with nondiscriminatory policy, including Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, as amended; and Sections 503 and 504 of the Rehabilitation Act of 1973. The College's written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources or in the Library Learning Commons, along with the provisions of the Americans with Disabilities Act, and the rights provided.

View the [Equal Employment and Education Opportunity Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website. (<https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

**Equal Access**

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at [dkennell@csc.edu](mailto:dkennell@csc.edu)

**Personal Emergency & Academic Attendance**

In the event a personal emergency (such as hospitalization, accident, death of an immediate family member, family crisis) requires an absence from courses and on-campus, students need to contact their instructors as soon as possible.

If the emergency should cause an extended absence (3 or more consecutive class days), you may contact the Dean of Student Affairs at [studentaffairs@csc.edu](mailto:studentaffairs@csc.edu) for assistance. In the event of an extended absence, it may be possible for students to work with their instructors to complete coursework at a later date.

If the extended absence is near the end of the current term, students are encouraged to talk with their instructors about the Incomplete process. This process is ideal for students who have completed a minimum of 75% of the coursework already. If the instructor agrees, the student and the instructor will agree upon an appropriate timeline for the course to be completed. The instructor will file the appropriate paperwork to be approved by the Dean of Curriculum.

If a student's situation is such they are no longer able to complete the course and an Incomplete is not a viable option, the student may be encouraged to withdraw from their course(s).

If a student's absence pertains to specific academic accommodations, students will be strongly encouraged to request assistance from Disability Services in the Library Learning Commons.

Student athletes who are injured and need accommodations due to their injury/injuries are assessed by CSC Athletic Training staff with any needed assistance from area medical professionals. The Athletic Training staff will communicate the accommodation needs to the Dean of Student Affairs who will communicate this to all instructors and if appropriate, the Disability Services office.

### CSC Mission & Master Academic Plan (MAP)

#### **Mission Statement**

Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

#### **MAP Priorities, 2019-2023**

CSC is committed to the achievement of tasks/projects that align with the following Priorities:

- ***People*** – Recruitment, Retention, Engagement, Completion Awareness, Commitment, Leadership
- ***Purpose*** – Student Learning and Growth Pedagogy, Support Services, Wellness
- ***Place*** – Community Engagement Social Infrastructure & Third Places, Generational Transitions, Building Bridges

### Disclaimer

This syllabus and schedule are articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

## Part 5: Course Topic Schedule/Outline

Week of:	Topics	Assigned Readings	Class Activities and Assignments
<b>Week 1</b> <b>January 13<sup>th</sup> – 19<sup>th</sup></b>	The Culturally Competent Counselor	Chapter 1	<ul style="list-style-type: none"> <li>• Week 1 Forum</li> <li>• Chapter 1 Quiz</li> <li>• Assignment #1</li> </ul>
<b>Week 2</b> <b>January 20<sup>th</sup> – 26<sup>th</sup></b>	Cultural Identity Development	Chapter 2	<ul style="list-style-type: none"> <li>• Week 2 Forum</li> <li>• Chapter 2 Quiz</li> <li>• Assignment #2</li> </ul>
<b>Week 3</b> <b>January 27<sup>th</sup> – February 2<sup>nd</sup></b>	Social Justice Counseling  Racism and White Supremacy	Chapters 3 & 4	<ul style="list-style-type: none"> <li>• Week 3 Forum</li> <li>• Chapter 3 Quiz</li> <li>• Chapter 4 Quiz</li> <li>• Assignment #3</li> </ul>
<b>Week 4</b> <b>February 3<sup>rd</sup> – 9<sup>th</sup></b>	Gender and Sexism	Chapter 5	<ul style="list-style-type: none"> <li>• Week 4 Forum</li> <li>• Chapter 5 Quiz</li> <li>• Assignment #4</li> <li>• BHECN Webinar #1</li> </ul>
<b>Week 5</b> <b>February 10<sup>th</sup> – 16<sup>th</sup></b>	Sexual and Affectional Orientation and Heterosexism	Chapter 6	<ul style="list-style-type: none"> <li>• Week 5 Forum</li> <li>• Chapter 6 Quiz</li> <li>• Assignment #5</li> <li>• BHECN Webinar #2</li> </ul>
<b>Week 6</b> <b>February 17<sup>th</sup> – 23<sup>rd</sup></b>	Social Class and Classism	Chapter 7	<ul style="list-style-type: none"> <li>• Week 6 Forum</li> <li>• Chapter 7 Quiz</li> <li>• Assignment #6</li> </ul>
<b>Week 7</b> <b>February 24<sup>th</sup> – March 2<sup>nd</sup></b>	Disability, Ableism, and Ageism	Chapter 8	<ul style="list-style-type: none"> <li>• Week 7 Forum</li> <li>• Chapter 8 Quiz</li> <li>• Assignment #7</li> <li>• BHECN Webinar #3</li> <li>• BHECN Webinar #4</li> </ul>
<b>Week 8</b> <b>March 3<sup>rd</sup> – 9<sup>th</sup></b>	Individuals and Families of African and African American Descent	Chapter 9	<ul style="list-style-type: none"> <li>• Week 8 Forum</li> <li>• Chapter 9 Quiz</li> <li>• Assignment #8</li> </ul>
<b>Spring Break – March 10<sup>th</sup> – 16<sup>th</sup></b>			

<b>Week 9</b> <b>March 17<sup>th</sup> – 23<sup>rd</sup></b>	Individuals and Families of Arab and Arab American Descent	Chapter 10	<ul style="list-style-type: none"> <li>• Week 9 Forum</li> <li>• Chapter 10 Quiz</li> <li>• Assignment #9</li> <li>• <b>Privilege Aptitude Assignment</b></li> </ul>
<b>Week 10</b> <b>March 24<sup>th</sup> – 30<sup>th</sup></b>	Individuals and Families of Asian and Asian American Descent  Individuals and Families of Latin and Latin American Descent	Chapters 11 & 12	<ul style="list-style-type: none"> <li>• Week 10 Forum</li> <li>• Chapter 11 Quiz</li> <li>• Chapter 12 Quiz</li> <li>• Assignment #10</li> </ul>
<b>Week 11</b> <b>March 31<sup>st</sup> – April 6<sup>th</sup></b>	Counseling Individuals and Families of Native American Descent	Chapter 13	<ul style="list-style-type: none"> <li>• Week 11 Forum</li> <li>• Chapter 13 Quiz</li> <li>• Assignment #11</li> <li>• BHECN Webinar #5</li> </ul>
<b>Week 12</b> <b>April 7<sup>th</sup> – 13<sup>th</sup></b>	Individuals and Families of European Descent	Chapter 14	<ul style="list-style-type: none"> <li>• Week 12 Forum</li> <li>• Chapter 14 Quiz</li> <li>• Assignment #12</li> </ul>
<b>Week 13</b> <b>April 14<sup>th</sup> – 20<sup>th</sup></b>	Individuals and Families of Multiracial Descent	Chapter 15	<ul style="list-style-type: none"> <li>• Week 13 Forum</li> <li>• Chapter 15 Quiz</li> <li>• Assignment #13</li> <li>• <b>KPI-2 Multicultural Interview paper</b></li> </ul>
<b>Week 14</b> <b>April 21<sup>st</sup> – 27<sup>th</sup></b>	Spiritual Diversity	Chapter 16	<ul style="list-style-type: none"> <li>• Week 14 Forum</li> <li>• Chapter 16 Quiz</li> <li>• Assignment #14</li> </ul>
<b>Week 15</b> <b>April 28<sup>th</sup> – May 4<sup>th</sup></b>	Using Counseling Theories in Multicultural Contexts  Multicultural Diagnosis and Conceptualization	Chapters 17 & 18	<ul style="list-style-type: none"> <li>• Week 15 Forum</li> <li>• Chapter 17 Quiz</li> <li>• Chapter 18 Quiz</li> <li>• Assignment #5</li> </ul>
<b>Week 16</b> <b>May 5<sup>th</sup> – 9<sup>th</sup></b>	Finals Week		<ul style="list-style-type: none"> <li>• Week 16 Forum</li> <li>• BHECN Webinar #6</li> </ul>

## Assignment Instructions/Rubrics

**PRIVILEGE APTITUDE TEST**

(Adapted from the National Civil Rights Museum at the Lorraine Motel)

**Directions:** Answer each of the following questions with YES or NO. If your answer is YES, give yourself 1 point. If your answer is NO, give yourself 0 points. After you have answered each of the questions, add up all of your points. Please complete this activity without any assistance from your teacher or friends. Also, because everyone is different, your friends will likely have different answers that don't apply to you. Very importantly, there are no right or wrong answers.

	Questions	Yes (1 pt)	No (0 pt)
1	When I go to the store, people believe I am trustworthy and will not steal something. People in the store do not follow me around.		
2	I can walk after dark in public places without fear. I am not taught to fear walking alone after dark in most public spaces.		
3	When I am taught about American history or about contributions made, I am sure that I will see and hear stories about people who look like me.		
4	The majority of the people in my community look like me.		
5	My community has plenty of books in the library, schools have computers and additional resources for students and teachers.		
6	I will not be questioned about my last name.		
7	I am encouraged to excel in my studies, regardless of degree choice.		
8	When a question about my race is asked, I am not the only one singled out to answer or speak my opinion.		
9	When I watch television, there are a numerous people in positive roles who look like me.		
10	My intelligence is not questioned because of the way I speak.		
11	Using public bathrooms and going up and down the stairs in public spaces are easy for me.		
12	When I apply for a job, I don't worry that I will be discriminated against due to the color of my skin.		
	<b>Total Points:</b>		

**Privilege Assignment Reflection Questions:**

**Directions:** After you have completed the survey, answer the following questions and submit to Canvas.

1. Describe how you felt as you were reading and answering the questions.
2. If you were creating your own privilege survey, what additional questions would you include? What are your reasons for including these questions?
3. Would you remove or rephrase any of the questions above? If so, why?
4. What does “White privilege” mean to you?
5. Based on the answers to your questions, do you believe you are privileged?
6. Answer either a or b:
  - a. If you believe you are privileged, what can you do to use your privileged to help those who are not privileged?
  - b. If you believe you are not privileged, what can you do to educate those who are privileged?
7. Starting today, how can you raise awareness about privilege?
8. When considering privilege, how can you ensure clients are served ethically and are supported throughout your counseling interactions?

**Multicultural Interview Paper & Rubric**

This assignment will be submitted to Tevera and added to your Counseling Program e-Portfolio as the key assignment for this course.

You will interview an individual who is culturally different than you. In other words, someone who is not of your own cultural or ethnic background (this may include individuals who differ ethnically and/or identify as LGBTQ). Interviews will be between 1-2 hours. I strongly encourage conducting your interview virtually during the pandemic. Should you meet in person, please adhere to COVID-19 guidelines for appropriate mask-wearing and social distancing. You will then complete the interview paper following the guidelines listed below. To ensure confidentiality, do not provide identifying information and use a pseudonym for the interviewee. You will adhere to APA style with a minimum of 4 pages. Please see instructions at the end of this syllabus. Structure your interview and paper to cover the following information:

**A. Demographic information:**

- 1) Date of Interview
- 2) Age
- 3) Gender
- 4) Birthplace
- 5) Ethnicity/Nationality

- 6) Current and Past Partner/ Marital Status
- 7) Number and Ages of Children (if any)
- 8) Number and Ages of Grandchildren (if any)
- 9) Community of Current Residence
- 10) Past Residence(s)

B. Interview items/questions:

- 1) Tell me about your birth.
- 2) Describe your concept of family.
- 3) Thinking back to when you were a child/adolescent, as an adult how have your views remained the same?
- 4) Thinking back to when you were a child/adolescent, as an adult how have your views changed?
- 5) Describe the primary influencing factors impacting your personality and world view.
- 6) Describe the historical and/or cultural events that have profoundly influenced you (e.g., changes in society, changes in family, war, economic crisis and depression, discrimination, technology).
- 7) Describe the current major sources of satisfaction in your life.
- 8) Describe the current major stressors and challenges in regard to your personal growth and identity.
- 9) Describe the challenges/changes you foresee in your growth over the next 10 years.
- 10) Describe the role spirituality/religion plays in your life.
- 11) What thoughts do you have about the end of your life?
- 12) What do you want your ancestors and future generations to know about you?

C. Reflection:

- 1) What about the interview surprised or made you think deeply?
- 2) What about the interview challenged your counseling skills?
- 3) How has this interview informed your sense of diversity in choosing a counseling approach?
- 4) What developmental issues did you observe during the interview?
- 5) What did you learn that enhanced your understanding of the interviewee's culture and experience?
- 6) How does your interviewee's cultural background and experience differ from yours?
- 7) Overall, how has this experience enhanced your understanding of Multicultural Counseling?

Evaluation Component	Outstanding	Competent	Developing	Score
<b>Demographic Information</b> <i>Thorough demographic and background information gathered.</i>	All sections described in syllabus addressed. Exceptional content and writing; stands out above the rest; no (or minimal) errors. (25 pts)	Parts of paper exceptional and some adequate; few errors but content is intact. (20 pts)	Missing pieces and/or many areas need work, numerous errors that impact section of paper. (15 pts)	
<b>Interview Content</b> <i>All assigned topics covered during the interview.</i>	All sections described in syllabus addressed. Exceptional content and writing; stands out above the rest; no (or minimal) errors. (25 pts)	Parts of paper exceptional and some adequate; few errors but content is intact. (20 pts)	Missing pieces and/or many areas need work, numerous errors that impact section of paper. (15 pts)	
<b>Self-Reflection</b> <i>Reflect on the interview process. For example, were there difficult moments or questions? Would you do anything differently? How does your culture and experience relate to the interviewee?</i>	Exceptional content and writing; stands out above the rest; no (or minimal) errors. (25 pts)	Parts of paper exceptional and some adequate; few errors but content is intact. (20 pts)	Missing pieces and/or many areas need work, numerous errors that impact section of paper. (15 pts)	
<b>APA Formatting and Grammar</b> <i>Adhered to APA and applied proper grammar rules.</i>	No (or minimal) errors in APA or grammar. (25 pts)	Few errors in APA or grammar. (20 pts)	Numerous errors in APA or not attempted. Many grammar errors. (15 pts)	
<b>Total Score</b>				

RUBRIC: Multicultural Interview Paper (100 pts)