



# DOANE UNIVERSITY

## SYLLABUS

### Course Content

#### COU 630 Multicultural Counseling

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| <i>Course Number:</i> | COU 630                                     |
| <i>Course Title:</i>  | Multicultural Counseling                    |
| <i>Course Dates:</i>  | Oct 11-Dec 10, 2021   21WIN1                |
| <i>Credit Hours:</i>  | 3 Credits                                   |
| <i>Instructor:</i>    | Nicole L Trevena Flores, MA, LMHP, CPC, NCC |
| <i>Office Phone:</i>  | 402-580-4401                                |
| <i>Office Email:</i>  | Nicole.trevena@doane.edu                    |
| <i>Office Hours:</i>  | By Appointment                              |
| <i>Classroom:</i>     | MAC Rm 101                                  |
| <i>Meeting Times:</i> | Mondays, 6:00p- 10:30pm                     |

For all University updates and resources regarding COVID-19, please visit [www.doane.edu/covid-19](http://www.doane.edu/covid-19)

### Course Description

This course explores the multicultural and pluralistic characteristics within and among diverse groups. The impact of heritage, attitudes, beliefs, spirituality and acculturative experiences on an individual's world view are explored. Theories and models of cultural identity development and multicultural counseling competencies are examined. The course also addresses: the effects of power and privilege; strategies for identifying and eliminating social barriers and prejudices; and the importance of social justice and advocacy.

### Student Learning Objectives (SLO):

1. Students will determine the proper channels to advocate for clients whether that be via institutionally or individually. (2.F.1.e, 2.F.2.h, 5.C.2.i , 5.C.3.e)
2. Students will develop an understanding of the depth of multicultural and other diverse qualities and viewpoints, including develop the ability to competently work within these differences. (2.F.2.a, 2.F.2.b, 2.F.2.C, 2.F.2.d, 2.F.2.g, 2.F.3.f)

3. Students will recognize and adapt the skills to work with the dynamics of power, privilege and oppression and other systemic barriers, doing so for the best interest of the client (2.F.2.e, 2.F.5.b)
4. Students will demonstrate ability to discern the diversity of help-seeking behaviors via appropriate counseling techniques (2.F.2.f)

**REQUIRED TEXT:**

Ratts, M. J., & Pedersen, P. B. (2014). *Counseling for multiculturalism and social justice: Integration, theory, and application*. (4th ed.) Hoboken, NJ: John Wiley & Sons.  
ISBN: 978-1-119-02617-4

SUPPLEMENTAL TEXT: Readings as supplied by instructor

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| CACREP Standards Addressed in this Course |
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| SLO | 2016 Standard   | Topic Coverage                | Assessment  | Method of Instruction  |
|-----|---|-------------------------------|---|--|
| 1   | 2.F.1.e<br>advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients | Week 4<br><br>Chapters 8-9    | Weekly course reading/questions<br><br>Social Justice Project       | Direct Instruction, Assigned Readings, Group Discussion, Experiential Activities         |
| 2   | 2.F.2.a<br>multicultural and pluralistic characteristics within and among diverse groups nationally and internationally               | Week 9<br><br>Chapters 18-19  | Weekly course reading/ questions,<br><br>Population/Immersion Paper | Direct Instruction, Assigned Readings, Group Discussion, Videos, Experiential Activities |
| 2   | 2.F.2.b<br>theories and models of multicultural counseling, cultural identity development and social justice and advocacy             | Weeks 1-4<br><br>Chapters 1-9 | Weekly course reading/ questions,<br><br>Population/Immersion Paper | Direct Instruction, Assigned Readings, Group Discussion                                  |

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|---|--|----------------------------------|---|--|
| 2 | 2.F.2.c<br>multicultural counseling competencies   | Week 3<br>Chapters 6-7           | Weekly course reading/ questions                                    | Direct Instruction, Assigned Readings, Group Discussion, Experiential Activities         |
| 2 | 2.F.2.d<br>the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others                  | Week 2, 9<br>Chapters 3-5; 18-19 | Weekly course reading/ questions,<br>Population/Immersion Paper     | Direct Instruction, Assigned Readings, Group Discussion, Videos, Experiential Activities |
| 3 | 2.F.2.e<br>the effects of power and privilege for counselors and clients   | Week 9<br>Chapters 18-19         | Weekly course reading/ questions,<br>Oppression/Privilege analysis, | Direct Instruction, Assigned Readings, Group Discussion, Videos, Experiential Activities |
| 4 | 2.F.2.f<br>help-seeking behaviors of diverse clients   | Weeks 5-8<br>Chapters 10-17      | Weekly course reading/ questions,<br>Social Justice Project         | Direct Instruction, Assigned Readings, Group Discussion, Experiential Activities         |
| 2 | 2.F.2.g<br>the impact of spiritual beliefs on clients' and counselors' worldviews  | Week 9<br>Chapters 18-19         | Weekly course reading/ questions,<br>Oppression/Privilege analysis  | Direct Instruction, Assigned Readings, Group Discussion, Videos                          |
| 1 | 2.F.2.h<br>strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination | Week 1<br>Chapters 1-2           | Weekly course reading/ questions,<br>Oppression/ Privilege Analysis | Direct Instruction, Assigned Readings, Group Discussion, Experiential Activities         |

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| 2 | 2.F.3.f<br>systemic and environmental factors that affect human development, functioning, and behavior | Week 3<br><br>Chapters 6-7 | Weekly course reading/ questions,<br><br>Population/<br>Immersion Paper | Direct Instruction,<br>Assigned Readings,<br>Group Discussion,<br>Videos                  |
| 3 | 2.F.5.b<br>a systems approach to conceptualizing clients   | Week 1<br><br>Chapter 1-2  | Weekly course reading/ questions  | Direct Instruction,<br>Assigned Readings,<br>Group Discussion                             |
| 1 | 5.C.2.i<br>legislation and government policy relevant to clinical mental health counseling             | Week 4<br><br>Chapters 8-9 | Weekly course reading/ questions,<br><br>Social Justice Project         | Direct Instruction,<br>Assigned Readings,<br>Group Discussion,<br>Experiential Activities |
| 1 | 5.C.3.e<br>strategies to advocate for persons with mental health issues                                | Week 4<br><br>Chapters 8-9 | Weekly course reading/ questions,<br><br>Social Justice Project         | Direct Instruction,<br>Group Discussion,<br>Experiential Activities                       |

**Key Performance Indicator (KPI):**

This course assesses the KPI for the 2016 CACREP core area of SOCIAL AND CULTURAL DIVERSITY.

**Identified KPI:** Students will learn and understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.

**KPI Measurement Tool:** Immersion Paper (see assignment details below)

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| Suggestions for getting the most out of this Course |
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This class is designed to be interactive in nature. The classroom setting will include lecture/ instruction, student presentations/discussions, video and responses. It is crucial that the student works to apply and integrate classroom content. In order to be successful in this course you must be willing to read for each class meeting but it is also essential that you enter the classroom with an open mind and a willingness to be vulnerable. Further, it is crucial that you enter with a willingness to address feelings that may be uncomfortable or even at times shame-inducing.

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| Course Requirements |
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1. **Participation/Attendance**

***Canvas* | 10 Points per Class; 90 Points Total**

A high premium is placed by the instructor on class participation. Ideal class participation, that which earns the highest number of participation points, will exemplify the following:

- Integrating class readings into participation: Often cites from readings; uses readings to support points; often articulates fit of readings with the topic at hand
- Interaction in classroom discussions: Always a willing participant; responds frequently to questions; routinely volunteers point of view, and, is respectful of others differences and always fosters a classroom climate of safety and inclusion.
- Interaction in classroom learning activities: Always a willing participant; acts appropriately during all role plays, etc.; responds frequently to questions; routinely volunteers point of view.
- Student is “present”/available and open/vulnerable for the entire class session, this includes no devices.
- Come to class with “notes” to ensure you’ve read and are ready to discuss the classroom content. These “notes” may take any form you so choose however, it is crucial that you bring something to indicate having read and understood for class. This also includes having read additional readings assigned besides the allotted textbook reading.

There is no way a student can “makeup” missing a class. If you need to miss a class, notify the instructor as soon as possible. **If you miss one class, your grade will drop one grade level (Example, A to A-).** Missing more than one class is not acceptable. You will need to drop or retake the course with approval from the instructor and the Program Director.

2. **Oral Classroom Presentation**

***Canvas* | 100 points | Due: Various/Assigned**

Students will provide an oral & visual presentation over chapter(s) of the text, which will be chosen the first night of class. Class presentations should last 45 minutes and include at least 3 peer-reviewed scholarly journal articles. Presentations should not solely be a summary of the text. Rather, they are to involve critical thinking of the material and adding a knowledge base for other students. Presentations should include applicable current events, activities and discussion questions. Presenters should do more than read from slides and this presentation should be very interactive and engaging.

3. **Special Population/ Immersion Research Paper**

***Canvas* | 100 Points | Due: Week 7**

An 8-10 page paper on your topic of choice on a culture or minority group. Your topic must be approved by the instructor. You will find a group that you know little about and spend at least 2 hours within this experience, this includes interaction with said group. You will need to go somewhere you are not in the position of “power”. This experience should be approved ahead of time by the instructor. This paper is to be written in accordance with APA 7th edition style guidelines. The paper will address the cultural heritage of the group, beliefs and values, demographics, issues common to this population. You will also address your own application

of multicultural theory and competencies, as well as how you were impacted by completing this paper. *\*Assessment of this assignment serves as the primary outcomes measurement tool for the KPI identified above.*

4. **Oppression/Privilege Analysis**

**Canvas | 100 Points | Due: Week 9**

This reflection/ analysis will include reactions to class session's activities/content, including struggles/concerns and will be kept private with the instructor. This paper will require that the author dig deep into oppression and privilege as well. Further prompts will be given throughout the term.

5. **Social Justice Project**

**Canvas | 100 Points | Due: Week 6**

This project will be with a partner however the paper is not a joint effort. Determine an area that you could advocate for within a group via immersion. This project will include some sort of intervention of advocacy that is designed to bring awareness and social change regarding a social justice issue. This project should determine the systemic barriers as well as be grounded in multicultural or other related theory. A summary of the project will be presented to the class and an outline of the project will be submitted to the instructor. This outline will include a detailed account of your project intervention/advocacy, research, why you chose this population and why you chose this project.

6. **Homework Questions**

**Canvas | 10 each; 90 Points Total | Due: Weekly**

Each week discussion questions are posted to Livetext regarding the readings and outside journal articles. Each are due before attending class. Ensure the textbook is cited in APA format in each question. Each is worth 10 points, evaluated using LiveText, Submit via LiveText.

7. **Critical Learning Analysis (CLA):**

**Canvas | Complete/Incomplete Grade | Due: Week 9**

Students are required to complete and submit a CLA to Canvas no later than 1 week after the last night of class (see calendar below). This assignment must be submitted in order to receive a final grade for the course.

**\*Late work will not be accepted. It is the expectation that as graduate-level students all work is submitted on time.**

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| Evaluation Criteria |
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**Final Grade:**

The final grade will be based on the following criteria:

| <u>Assignment</u>                      | <u>Possible Points</u> |
|--|------------------------|
| <b>Social Justice Project</b>          | <b>100 points</b>      |
| <b>Oral Presentation</b>               | <b>100 points</b>      |
| <b>Attendance/Participation</b>        | <b>90 points</b>       |
| <b>Population/Immersion Reflection</b> | <b>100 points</b>      |

**Oppression/Privilege Paper**  
**Homework Questions**  
**CLA**

**100 points**  
**90 points**  
**Complete/Incomplete**

**Total Possible Points**

**580 points**

**Grading Scale:**

|           |         |           |         |           |         |           |         |          |             |
|-----------|---------|-----------|---------|-----------|---------|-----------|---------|----------|-------------|
| <b>A+</b> | 100-97  | <b>B+</b> | 89.9-87 | <b>C+</b> | 79.9-77 | <b>D+</b> | 69.9-67 | <b>F</b> | Below<br>60 |
| <b>A</b>  | 96.9-93 | <b>B</b>  | 86.9-83 | <b>C</b>  | 76.9-73 | <b>D</b>  | 66.9-63 |          |             |
| <b>A-</b> | 92.9-90 | <b>B-</b> | 82.9-80 | <b>C-</b> | 72.9-70 | <b>D-</b> | 62.9-60 |          |             |

Expectations

This course is designed to be a challenging academic experience. The goal is for the course participant to grow as a result of this scholarly pursuit by gaining a better understanding of “self” and the others in one’s life. In this regard, the course can help the participant obtain an understanding of the concepts of differences amongst clients and systems that apply as well, and be able to relate this understanding to real life situations, social interactions, and counseling practice. Also important is for participants to become more proficient communicators, both via verbal and written communication skills, and to gain confidence as a leader/facilitator working in a multifaceted, diverse group environment.

Being rude, ignoring other’s perspectives, being on your phone or abusing the use of a laptop, and/or sleeping will not be tolerated. This is a graduate level course and behavior should be as such.

- 1. Classroom Behavior:** Students are expected to act as graduate students. This means that you are to be open to assessing and evaluating all student comments as well as being open to having your own comments assessed and evaluated. Graduate learning is an on-going collaborative process. Therefore, students should be respectful and open to all others in the classroom. Additionally, graduate students are expected to be prepared and on-time for class. Students should additionally be professional at all times. Being professional includes being on time, being respectful, being prepared, being attentive, being open to learning, etc.
- 2. Late Assignments:** **Late work is not accepted.** Should an unforeseen issue arise (i.e., illness, family death, etc.) changes will be determined on a case-by-case basis. The instructor will not be available to help with technological issues the day of class. Any in-class assignment (i.e. Presentations) must be completed on the day that you have chosen. Due to the time frame given for each class, moving

activities would become overly difficult and affect the learning of other students. Therefore, in-class activities must be completed on the day chosen by the student.

3. **Use of Technology:** Any use of computers or phones should be for classroom use only. Should you need to make a call/text please quietly leave the classroom.
4. **Plagiarism:** Any work that you turn in during this class must be your own work. Any use of others' work (i.e., research papers, journal articles, etc.) must be cited using APA format. Students who do not cite work and do not give ownership of others work will, at minimum, be given a zero for that assignment. Failure of the course, academic program remediation, and/or dismissal from the MAC program are also potential consequences for plagiarism.
5. **Email:** Students should expect to communicate with the instructor through the official Doane University email system.
6. **It also goes without saying that all written material will include the appropriate APA in-text citations and reference page.**

Below you will note my Grading Rubric:

- A+ Quality of work reveals student has a thorough understanding of the subject matter. Extra research, creativity and thought are shown in the assignment beyond what is in the course materials. Work includes all elements required and is well developed, masterful and meaningful. Extra effort is obvious in its production. All work is paraphrased and cited in APA format, no quotes unless via interviews etc.
- A Quality of work reveals student has a very good understanding of the subject matter. Extra research, creativity or thought is shown in the assignment beyond what is in the course materials. Work includes all elements required and is well developed. All work is paraphrase and cited in APA format, little to no quotes.
- B+ Quality of work reveals student has a good understanding of the subject matter. Work includes all elements required and is well developed. All work is paraphrased and cited, a few APA citations errors and a few quotes.
- B Quality of work reveals student has a basic understanding of the subject matter. Work includes most elements required and is adequate in presenting information. Work has very little paraphrasing but rather quotes and several APA citation errors.
- C Quality of work does not reveal that the student has a basic understanding of the subject matter. Work does not include enough elements required. Work is not properly cited and credit is not given to the original author, APA is not used. Note: at the graduate level a 'C' is the equivalent of an 'F'.



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| Tentative Schedule |
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| <b>Date</b> | <b>Topic</b>                        | <b>Reading Assignment</b>              | <b>Assignment Due</b>   | <b>CACREP</b>                               |
|-------------|-------------------------------------|--|---|---|
| Week 1      | Multiculturalism & Social Justice   | Syllabus review<br>Read chapters 1 & 2 | Homework Questions  | 2.F.2.h,<br>2.F.2.b,<br>2.F.5.b             |
| Week 2      | Identity                            | Read chapters 3, 4 & 5                 | Homework Questions  | 2.F.2.b,<br>2.F.2.d                         |
| Week 3      | Terminology & MC Competence         | Read chapters 6 & 7                    | Homework Questions  | 2.F.2.c,<br>2.F.3.f,<br>2.F.2.b             |
| Week 4      | Advocacy Competence                 | Read chapters 8 & 9                    | Homework Questions  | 2.F.1.e,<br>5.C.2.i,<br>5.C.3.e,<br>2.F.2.b |
| Week 5      | Asian Americans & African Americans | Read chapters 10 & 11                  | Homework Questions<br><br>Assigned Presenter  | 2.F.2.f                                     |
| Week 6      | Native Americans & Latin@s          | Read chapters 12 & 13                  | Homework Questions<br><br><b>Social Justice Project</b><br><br>Assigned Presenter     | 2.F.2.f                                     |
| Week 7      | Multiracial & LGBTQ clients         | Read chapters 14 & 15                  | Homework Questions<br><br><b>Population/Immersion Paper</b><br><br>Assigned Presenter | 2.F.2.f                                     |
| Week 8      | Transgender & Female clients        | Read chapters 16 & 17                  | Homework Questions<br><br>Assigned Presenter  | 2.F.2.f                                     |
| Week 9      | Poverty & Spirituality              | Read chapters 18 & 19                  | Homework Questions  | 2.F.2.a,<br>2.F.2.d,                        |

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|  |  |  | <p><b>Oppression/ Privilege Analysis</b></p> <p>Assigned Presenter</p> <p><b>CLA Due</b></p> | <p>2.F.2.g,<br/>2.F.2.e</p> |
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| University & Course Declarations |
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**LiveText/Canvas Usage:** LiveText and Canvas will be utilized to collect various artifacts that can represent the student’s body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText. The online portfolio is maintained in the student’s personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

**Questions, Concerns, Grievances:** Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the COE Graduate Programs Division Chair regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

### **Non-Discrimination Policy**

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

### **Title IX Policy Statement**

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the *Director of the Office for Civil Rights*, Department of Health, Education, and Welfare, Washington, D.C., 20202.

### **Title IX Mandatory Reporting**

At Doane, all university employees, including faculty, are considered “Mandatory Reporters.” A “Mandatory Reporter” is required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell a mandatory reporter about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, he/she will have to share the information with the University’s Title IX Coordinator. Sharing of this information does not mean that you are officially reporting the incident. This process is in place to ensure you have access to and are able

to receive the support and resources you need. Please learn additional information (including confidential resources) at [doane.edu/cape-project](https://doane.edu/cape-project)

### **Academic Integrity**

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs.

### **Accommodations**

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

Any student who thinks they may need an accommodation based upon the impact of a disability should contact the Office of Disability Services (<https://www.doane.edu/disability-services>) to coordinate reasonable accommodations as soon as possible.

### **Military Friendliness Academic Policy**

Veterans and active duty military personnel with military obligations are encouraged to communicate to the faculty about these obligations. These communications need to occur within the first two weeks of a course, or as soon as military obligations are identified, and the student needs to provide relevant documentation to the faculty. If necessary, once the student has self-disclosed and provided proper documentation to the faculty, reasonable arrangements will be implemented to help the student complete their academic coursework. More details on the policy are available in the university catalog.

### **Catalogs and Calendars**

Doane catalogs, calendars, and student handbooks are available at this website: <https://www.doane.edu/schedules-catalogs-handbooks-and-calendars>

### **Doane Library**

Doane's Library provides both on- and off-campus access to databases, e-books, and full text articles published in peer-reviewed academic and professional journals. Access the library at the following link: <https://www.doane.edu/library>. Contact a librarian for assistance by phone (402-826-8287) or by email ([library@doane.edu](mailto:library@doane.edu)).

### **Changes in Syllabus**

The instructor and Doane University reserve the right to make changes as necessary to this course syllabus. All students will be notified of any changes.

**COVID-19 Modifications**

*In an abundance of caution, MAC courses may utilize a variety of Distance Learning Modalities (DLM). This may include, but is not limited to, a combination of modified face-to-face classroom instruction, asynchronous distance learning modalities, or synchronous learning modalities via Zoom teleconferences. General MAC program protocol will be announced by the Program Director prior to each term until necessary. Individual course instruction and activities may be altered as deemed necessary by the assigned course instructor. Students will be notified by the course instructor of any further course modifications. Students may contact the MAC Program Director for additional clarification, questions, or concerns related to course modalities and safety/health precautions taken for MAC students.*

**For all University updates and resources regarding COVID-19, please visit [www.doane.edu/covid-19](http://www.doane.edu/covid-19)**

**Doane University  
Master of Arts in Counseling Program  
Statement of Understanding: COU 630 Syllabus**

I \_\_\_\_\_ have fully read and understand the syllabus for COU 630 taught by N. Trevena Flores during the \_\_\_\_\_ term. By signing this form, I acknowledge that the following statements are true:

- I understand that I have access to the current version of the syllabus both electronically (Canvas) and paper (via request to N. Trevena Flores) at all times during the term.
- I acknowledge that N. Trevena Flores has verbally gone over the syllabus in class and has offered time in class to address any questions or concerns.
- I understand each of the course assignments, requirements, due dates, and consequences.
- I understand that I may email, call, or schedule a meeting with N. Trevena Flores during MAC office hours to discuss the syllabus. I know that I may find contact information on the syllabus.
- I understand that it is my responsibility to reach out to N. Trevena Flores if I do not understand any of the requirements or expectations in this course.

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Student Signature

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Date