



COLLEGE OF EDUCATION

CLINICAL MENTAL HEALTH COUNSELING

Preparing diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

Multicultural and Social Justice Counseling

SYLLABUS | Fall 2022

Course Description

Graduate Bulletin Description: Explores theoretical foundations of diversity counseling. Specific attention will be given to the impact ethnicity and culture, intellectual ability, physical disability, gender, age, socioeconomic status, sexual orientation, and religion have on the counseling process. In addition, competencies needed to meet the diverse needs of alcoholic and drug addicted individuals and barriers to effective addiction treatment will be explored. Registration restrictions may be bypassed by the department with permission of instructor.

Course Purpose: Provide brief purpose of the course here.

Course information

Course code: COUNO 5130
Credits: 4
Location: Online Asynchronous

Instructor information

Instructor: _____
Phone: 206-____
Email: XX@seattleu.edu

Text & Materials

Required Texts, Reading Materials, and Technology

Sue, D.W., Sue, D., Neville, H.A., Smith, L. (2022). *Counseling the Culturally Diverse: Theory and Practice* (9th ed.). New York. John Wiley and Sons. ISBN: 978-111-9-86190-4 (PBK)

American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*. Washington DC: Author.
ISBN-13: 978-1433832178

Other Readings:

Additional readings assigned by the professor are made available on Canvas

Technology:

Students must have a laptop/desktop as well as access to the internet. All students are expected to be proficient with technology. This includes ability to use Microsoft Office (e.g., Word, PowerPoint, and Excel), email, CANVAS (SU's learning management system), Zoom, and the internet. Contact the Office of Information Services (OIT) Help Desk at (206) 296-5571, e-mail servicedesk@seattleu.edu or visit <http://www.seattleu.edu/its/> for assistance with SU technology.

Course Rationale: Professional Standards

CACREP Standards

SECTION 2: PROFESSIONAL COUNSELING IDENTITY

F1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- a. history and philosophy of the counseling profession and its specialty areas
- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- d. the role and process of the professional counselor advocating on behalf of the profession
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. current labor market information relevant to opportunities for practice within the counseling profession
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- k. self-care strategies appropriate to the counselor role

F2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

F5. COUNSELING AND HELPING RELATIONSHIPS

- a. theories and models of counseling
- e. the impact of technology on the counseling process
- f. counselor characteristics and behaviors that influence the counseling process

Course Objectives and Key Performance Indicators

By completing this course, students will:

- *explore the relevance of multicultural and social justice issues impacting culturally diverse individuals;*
- be knowledgeable of current multicultural and social justice counseling research;
- become familiar with theories and models of multicultural and social justice counseling, including identity development models and social justice advocacy;
- become familiar with the multicultural and social justice counseling competencies;
- explore their heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others;
- understand the effects of power and privilege for counselors and clients;
- become familiar with help-seeking behaviors of diverse clients;
- examine the impact of spiritual beliefs on clients' and counselors' worldviews;
- develop strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination;
- become familiar with systemic and environmental factors that affect human development, functioning, and behavior;
- learn about ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.

Office Hours

Office Hours are on ____

Office Hours are on **Zoom** and can be accessed through the Zoom link in our Canvas course. Please note that this is the time I will have a Zoom meeting open for drop-ins but if you need to schedule another time, please email me.

Response Times

The best way to reach me is to use ____@seattleu.edu. I will check my Seattle University email regularly. You can email me at any time. You can expect a response within 2 business days.

Methods of Instruction

Change in Delivery of Instruction

SU reserves the right to change the delivery of instruction for courses without prior notice due to COVID-19 or other events.

This course is delivered in an asynchronous format. Asynchronous online learning allows students to view course material at any time. All course activity is done online. There are no required face-to-face sessions within the course and no requirements for on-campus activity except for COUNO 5100 (Fundamental Counseling Skills), COUNO 5170 (Group Counseling), and the practicum and internship courses. It includes class discussion boards, video content, reading content, and interactive elements. Viewing all asynchronous material is essential for success in the course. Additionally, a group project will require small group interaction among group members.

Digital Delivery Expectations

Seattle University utilizes Canvas as the learning management system for all courses in the program. There are digital learning expectations that students must adhere to on Canvas. These include the following:

- Students must sign onto Canvas 4 out of 7 days of the week
- Student discussion postings are professional and respectful of others
- Student discussion posting are in-depth, meaningful, and contribute to the learning environment
- All student assignments must be submitted on Canvas
- All student communication on course with faculty must occur through Canvas

Assignments

All assignments information can be found in the Canvas course. To get a sense of what is expected throughout the course, I strongly suggest you look at the **Modules** list, which can be accessed through the left navigation. This will give you an overall view of due dates and point values. Clicking into an assignment from the Modules list will give you all the details you will need to complete the assignment. In addition, I have reminders about what is due on the first page of each module.

Student Performance Evaluation Criteria and Procedures

Assignment	CACREP Standard	Points Possible
Cultural Immersion and Interview Assignment (Reflection Paper, Summary, and Visual Handout) <i>Summative Assignment</i>	F1, F2, F5	145
Discussion Postings (10)	F1, F2, F5	100
Cultural Autobiography	F1, F2, F5	60
Video Interview and Reflection	F1, F2, F5	30
Group Work (Construct Meaning with Others)	F1, F2, F5	45
Project Implicit Self-Assessment	F1, F2, F5	5
Who Am I?	F1, F2, F5	20
Padlet (10)	F1, F2, F5	20
Total		425

Point scale	Letter grade	Point scale	Letter grade
94% and higher	A	74% - 76%	C
90% - 93%	A-	70% - 73%	C-
87% - 89%	B+	67% - 69%	D+
84% - 86%	B	66% - 63%	D
80% - 83%	B-	60% - 63%	D-
77% - 79%	C+	0% 59%	F

A grade of 'B' or better is required to pass a course. Students who earn less than a 'B' will be required to repeat the course. Repeating a course may delay a student's program of study.

SCHEDULE OF COURSE ACTIVITIES

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
Week 1	Introduction and Overview to Multicultural and Social Justice Counseling	<p>READINGS/VIDEOS:</p> <ul style="list-style-type: none"> • Sue & Sue: Ch. 1 • Article: Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2015). • Video: Get Comfortable With Being Uncomfortable (11 MIN.) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Padlet response – due Wednesday • Discussion board main post – due Wednesday • Discussion board peer response – due Friday • Who Am I? assignment – due Sunday 	F1.a, e; F2.a, b, c, d; F5.a	<ul style="list-style-type: none"> • Discussion board • Reflection
Week 2	Multicultural Counseling	<p>READINGS/VIDEOS:</p> <ul style="list-style-type: none"> • Sue & Sue: Ch. 2 & 3 • Article: Ratts, M. J., Singh, A. A., Nassar-McMillan, S. C., Butler, S. K., & McCullough, J. R. (2016). • Video: The Danger of Silence (4 min.) 	F1.a; F2.a, b, c, d, e, h; F5. f	<ul style="list-style-type: none"> • Discussion board • Reflection • Group work

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
		<ul style="list-style-type: none"> • Video: Cultural Competence & Marginalized Groups (4 min.) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Padlet response – due Monday • Discussion board main post – due Wednesday • Construct Meaning with Others – due Friday • Discussion board peer response – due Friday • Project Implicit Self-Assessment assignment – due Sunday 		
Week 3	Political and Social Justice Implications	<p>READINGS/VIDEOS:</p> <ul style="list-style-type: none"> • Sue & Sue: Ch. 4 & 5 • Article: Ratts, M. J. (2017). • Video: Where Are You From? (2 min.) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Padlet response – due Monday • Discussion board main post – due Wednesday 	F1.e; F2.a, b, c, d, e, h	<ul style="list-style-type: none"> • Discussion board • Reflection • Group work

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
		<ul style="list-style-type: none"> • Construct Meaning with Others – due Wednesday • Discussion board peer response – due Friday • Cultural Autobiography assignment – due Sunday 		
Week 4	Multicultural Barriers and the Helping Professional	<p>READINGS/VIDEOS:</p> <ul style="list-style-type: none"> • Sue & Sue: Ch. 6-8 • Video: Culturally Specific Issues (5 min.) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Padlet response – due Monday • Discussion board main post – due Wednesday • Construct Meaning with Others – due Friday • Discussion board peer response – due Friday 	F2.a, c, d; F5. f, g	<ul style="list-style-type: none"> • Discussion board • Reflection • Group work
Week 5	Multicultural Evidence-Based Practice	<p>READINGS/VIDEOS:</p> <ul style="list-style-type: none"> • Sue & Sue: Ch. 9-10 • Video: Supporting Counseling with Evidence (6 min.) <p>ASSIGNMENTS:</p>	F1. A; F2.a, b, c, d, f; F5.j; F7.m	<ul style="list-style-type: none"> • Discussion board • Reflection • Group work

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
		<ul style="list-style-type: none"> • Padlet response – due Monday • Discussion board main post – due Wednesday • Construct Meaning with Others – due Friday • Discussion board peer response – due Friday • Plan for Cultural Immersion Experience – due Sunday • Optional Mid-Quarter Feedback 		
Week 6	Counseling Arab Americans and Counseling Muslim Americans	<p>READINGS/VIDEOS:</p> <ul style="list-style-type: none"> • Sue & Sue: Ch. 17-18 • Article: Al'Uqdah, S. N., Hamit, S., & Scott, S. (2019). • Video: What it's like to be a Muslim in America (16 min.) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Padlet response – due Monday • Discussion board main post – due Wednesday • Construct Meaning with Others – due Friday • Discussion board peer response – due Friday 	F2.a, b, c, d, f, g; F5.f	<ul style="list-style-type: none"> • Discussion board • Reflection • Group work

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
Week 7	Counseling Immigrants and Refugees; Counseling Jewish Americans	<p>READINGS/VIDEOS:</p> <ul style="list-style-type: none"> • Sue & Sue: Ch. 18-19 • Article: Bartholomew, T. T., Gundel, B. E., Kang, E., Joy, E. E., Maldonado-Aguiñiga, S., Robbins, K. A., & Li, H. (2021). • Video: Counseling Immigrants (88 min.) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Padlet response – due Monday • Discussion board main post – due Wednesday • Construct Meaning with Others – due Friday • Discussion board peer response – due Friday • Video Interview and Reflection – due Sunday 	F2.a, b, c, d, f, g; F5. f	<ul style="list-style-type: none"> • Discussion board • Reflection • Group work
Week 8	Counseling LGBTQ+ Clients	<p>READINGS/VIDEOS:</p> <ul style="list-style-type: none"> • Sue & Sue: Ch. 20 • Article: Berke, D. S., Maples-Keller, J. L., & Richards, P. (2016). 	F2.a, b, c, d, f, g; F5.f	<ul style="list-style-type: none"> • Discussion board • Group work • Reflection

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
		<ul style="list-style-type: none"> • Article: ACA Competencies for Counseling with Transgender Clients • Article: Counseling Competencies for LGBTQQIA People <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Padlet response – due Monday • Discussion board main post – due Wednesday • Construct Meaning with Others – due Friday • Discussion board peer response – due Friday • Immersion Reflection – due Sunday 		
Week 9	Counseling Individuals with Disabilities	<p>READINGS/VIDEOS:</p> <ul style="list-style-type: none"> • Sue & Sue: Ch. 24 • Article: Rivas, M., & Hill, N. R. (2018). • Article: Disability Related Counseling Competencies. • The Americans with Disabilities Act & Amendments • Video: I'm not your inspiration, than you very much (9 min.) 	F2.a, b, c, d, f, g; F.5f	<ul style="list-style-type: none"> • Discussion board • Reflection • Group work • Assignment: APA paper

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
		<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Padlet response – due Monday • Discussion board main post – due Wednesday • Construct Meaning with Others – due Friday • Discussion board peer response – due Friday • Interview Summary – due Sunday 		
Week 10	Counseling Older Adults	<p>READINGS/VIDEOS:</p> <ul style="list-style-type: none"> • Sue & Sue: Ch. 21 • Video: Aging Matters Opioids & Addiction (28 min.) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Padlet response – due Monday • Share Your Immersion and Interview Experience – due Wednesday • Discussion board main post – due Wednesday • Construct Meaning with Others – due Friday 	F2.a, b, c, d, f, g; F3.d; F5.f	<ul style="list-style-type: none"> • Discussion board • Reflection • Group work

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
		<ul style="list-style-type: none"> • Discussion board peer response – due Friday 		

Formatting & Submitting Assignments

All work will be submitted via the Canvas course. Details about submission type are included in the assignment descriptors. Typically, it will be a document submission that is limited to doc and docx documents. Further details will be in the assignment descriptors.

APA Style: For the online CMHC program it is expected that all your in-text citations and your list of references follow the *APA Publication Manual* (7th edition) since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual's citation guidelines carefully. This is an opportunity to demonstrate your attention to detail. To help you, you can use [Purdue University's Online Writing Lab \(OWL\)](#) pages on APA, and if you're having difficulty, arrange to meet with me and we can go over any trouble-spots together.

Academic Integrity Tutorial

Please familiarize yourself with the university's academic integrity policies by visiting the [Resources for Students](#) page in the university's Academic Integrity website where you will find the Academic Integrity Tutorial.

Assignment Deadline Policies

Assignments must be submitted by the set deadlines. Since professors block out times in their schedules specifically for grading your work, the program faculty have established a policy of not accepting late work. We also understand, however, how demanding your work and school and life are as well. As such, we do allow late work to be accepted with a 10%/day grade reduction (including weekends). The deduction will be taken from the maximum number of points available on the assignment. Exceptions or extensions or modifications to these penalties may be made only in the event of rare and extenuating circumstances. Every effort should be made to let your professor(s) know about your extenuating circumstances before the assignment is due. Any assignment submitted three days after the due date will receive zero points.

Discussion Posting Deadline Policies

There will be a 10% deduction off the total discussion points possible (rounded to the nearest half point) for each day late on any submission of a main post or a response post. No credit will be given for main or response posts made three days after they are due.

Workload in this Course

Allow yourself at least 12 hours a week for this course for a.) taking in content such as readings, lectures, videos, website visits, etc. and b.) for the weekly activities such as assignments and discussions. I have tried to ensure that the workload is evenly distributed throughout the course but there will always be some variation. In weeks that are lighter, I suggest that you get a head start on upcoming large assignments. Reminders for these upcoming assignments are at the bottom of the first page in each module and I will remind you as well in my weekly wrap-ups. In acknowledgement of your busy lives, I do not hide upcoming work in this course, so please look ahead and plan accordingly.

Key Performance Indicators and Professional Counselor Dispositions

Key performance indicators are used to determine student knowledge and skills needed to prepare students to become effective social change agents for a just and humane world. Summative assignments are used determine students' ability to master key knowledge and skills. Students must earn scores of 3 or above to progress in the program on summative assignments and professional dispositions.

CACREP Curricular and Specialty Areas	Course/Exam	Summative Assignment	0	1	2	3	4
Professional Coun. Orn. & Ethical Practice	C5080	Ethical Decision-Making					
Social and Cultural Diversity	C5130	Cultural Interview/Immers					
Human Growth and Development	C5070	Final Paper					
Career Development	C5120	Career Assess. Interview					
Counseling and Helping Relationships	C5100	Clinical Assessment I					
	C5510	Clinical Assessment II					
Group Counseling and Group Work	C5170	Group Proposal					
Assessment and Testing	C5270	Test Interpretation					
Research and Program Evaluation	E5000	Research Design					
Foundations of CMHC	C5580	CMHC Observ. & Interview					
Contextual Dimensions of CMHC	C5650-5670	Advocacy Project					
Practice of CMHC	C5640 & 5650	Clinical Assessment III & IV					
Foundations of School Counseling	C5090	SC Observ. & Interview					
Contextual Dimensions of School Counseling	C5550-5570	Advocacy Project					
Practice of School Counseling	C5540 & 5550	Clinical Assessment III & IV					
CACREP Areas	Exam	CPCE					

Professional dispositions are used to determine a student's fit for the profession. CACREP defines dispositions as "commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues" (CACREP, 2015). Students are evaluated along 12 professional dispositions to determine whether a student's attitudes and behaviors are ethical, professional, and if they promote multiculturalism and social justice:

1. Self-Expression: Expresses self effectively and appropriately
2. Listening: Listens to others
3. Cooperativeness: Cooperates with others
4. Feedback: Able to receive and integrate feedback
5. Respect: Demonstrates respect for others in a non-judgmental way.
6. Self-awareness: Awareness of own impact on others
7. Conflict: Appropriately handles conflict with others
8. Personal responsibility: Takes personal responsibility
9. Professional: Attitudes and behaviors are professional and aligns with ACA Code of Ethics
10. Motivation: Takes initiative to complete tasks
11. Multiculturalism: Accepting of social and cultural diversity
12. Social Justice: Attitudes and behaviors promote a just world

Diversity, Equity, and Inclusion

The counseling program is dedicated to empowering leaders for a just and humane world. We value dignity, inclusion, and promote empowerment-based strategies. Students are encouraged to use language and communication that is affirming and culturally respectful to engage in reflection in our diversity-rich.

Academic Resources to Support Your Learning

I encourage you to explore the services below and to work on the assumption that you'll always be developing some new strategies that will help you become a more flexible learner. You can find many of the resources below on the [Library & Learning Commons](#) website.

- **Writing Center:** The [Seattle University Writing Center](#) supports SU students from all levels of writing expertise, voices, experiences, and writing practices to achieve their writing goals. We seek to provide an accessible, anti-oppressive, and collaborative space for learning and growth through one-on-one peer consultations. The peer consultants are also students who engage in intensive study and hands-on practice to provide thoughtful feedback and to share writing strategies. Consultations are available at any stage of the writing process, from brainstorming, organizing, and developing rough draft to revising and editing in later drafts. The Writing Center offers appointments

in various modalities: in-person and online, synchronous, and asynchronous. You can schedule an appointment and select an available modality through <https://seattleu.mywconline.com/>

- **Learning Assistance Programs:** The [Learning Assistance Programs](#) (LAP) provides peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual consultation sessions with a learning specialist. They offer these in various modalities (in-person, synchronous, and asynchronous), depending on university policy and LAP staff availability. Please visit the website or e-mail them at learningassistance@seattleu.edu for the most updated information about accessing services.
- **Research Services:** Research help is available to students at any stage in the research process. Students can schedule a virtual consultation with our team of Research Services Librarians and Student Peer Research Consultants (SPRCs) to get help finding and assessing sources, learn database search skills, and develop research topics. To learn more, or for assistance via chat/phone/email, check out the [Ask a Librarian](#) page or book a [Virtual Consultation](#) online.
- **Math Lab:** The [Math Lab](#) offers one-on-one tutoring to students enrolled in lower division mathematics courses. Please visit the website for more information.
- **English Language Learning Center:** The [English Language Learning Center](#) (ELLC) offers free tutoring for all SU students who are non-native speakers of English. Experienced ELLC tutors can help you improve your English language skills and better understand American culture. We can help with any type of assignment: written essays, online discussions, oral presentations, interview practice, etc. For the schedule or to book a session please visit the website.
- **Support for Remote Learning:** Remember to review the [online tutorial](#) that the Center for Digital Learning and Innovation has created to support your remote learning experience.

University Policies

- **Support for Students with Disabilities:** Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. Disability Services (DS) works with students with disabilities to provide reasonable accommodations to support their learning experiences. Disabilities include “invisible disabilities,” such as a learning disability, a chronic health problem, or a mental health condition. This could include any long-term effects of COVID, even after recovery (“long-COVID”), if a health care provider determines it is a

chronic health problem. If you have, or suspect you may have, a disability that may interfere with your performance as a student in this course and have not yet been assessed by DS, please contact DS staff at DS@seattleu.edu or (206) 296-5740. Disability-based accommodations to course expectations can be made only through this process and must be approved by DS before implemented in a course. I am committed to working with you, so please consider meeting with me to discuss the logistics of implementing any accommodations approved by DS.

- **Notice Regarding Religious Accommodations:** It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, [Policy on Religious Accommodations for Students](#).
- **Office of Institutional Equity:** Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct. Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student. For more information, please visit the [Office of Institutional Equity](#). If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity by email: oiie@seattleu.edu or phone: (206) 296-2824.

A full list of academic policies can be found on the Registrar's [Academic Policies](#) page. Make sure you understand the following:

- **Academic Integrity Policy**
- **Academic Grievance Policy**
- **Professional Conduct Policy**