



## SYLLABUS

**EDUC 6318 Multiculturalism and Diversity in Counseling**  
**SEMESTER: Fall 2021**

**Tuesdays 7:00 pm**

**PROFESSOR: Dr. Samuel Garcia, LPC-S**

**EMAIL: [samuel.garcia@sulross.edu](mailto:samuel.garcia@sulross.edu)**

**PHONE: (830)279-3036 CELL PHONE: (830)734-7732**

**OFFICE OR ELECTRONIC ADVISING HOURS: **VIRTUAL Thursday 8:00 am–6:00 pm****

**Office Location: 2623 Garner Filed Rd. A107, Uvalde, Texas 78801**

**Master of Education Counseling Program:**

[Counseling Program Web Page](#)

**Chair for the Education Department/Counseling Program:**

[Chair for the Education Department/Counseling Program](#)

**Dean for Sul Ross State University Rio Grande College:**

[MRGC Assistant Provost and Dean](#)

**Vice President Sul Ross State University Rio Grande College:**

[SRSU-RGC Vice President](#)

**President Sul Ross State University**

[SRSU President](#)

**Recommended Text:**

Developing Multicultural Counseling Competence: A Systems Approach, 3<sup>rd</sup> Edition  
Danica G. Hays and Bradley T. Erford

ISBN 9780134522708

**Course Prerequisites:**

Student must have earned a grade of B or higher in EDUC 5307, EDUC6315 & EDUC 6308 and have permission of the Instructor.

### **Course Purpose:**

The goal of this class is to provide *theories and* exercises whereby students will examine their attitudes & beliefs and gain knowledge and skills in the area of multicultural counseling. The course provides an understanding of issues and trends in a multicultural and diverse society as well as the CACREP Standards under the section *Social and Cultural Diversity* studies.

### **Course Description:**

This course is based on the premises that all counseling is cross-cultural; occurring in a context influenced by institutional and societal biases and norms and is a culture-bound profession. Course content will focus on examining one's own assumptions, values, biases and worldview perspectives; constructing an understanding of the worldview perspectives of culturally different clients; and developing culturally appropriate intervention strategies and techniques. Multicultural Counseling is a theoretical and skill development course for counselors, educators and clinicians to strengthen multicultural awareness, knowledge, and skills in the competencies necessary to effectively work with and relate to ethnically and culturally diverse clients.

Note: Many effective counseling classes may stir unresolved issues and feelings in students. Students are encouraged to consult with the instructor or with a therapist/counselor to confront emerging feelings of denial, anger, guilt, etc., and/or any unresolved issues that may arise during the course of this class.

### **Student Learning Expectations / Outcome for this Course:**

Students will:

1. Demonstrate how their own cultural background and experiences have influenced their attitudes, values, and biases about psychological processes. (G,2c; 2e; CMHC, C8; SC, E2)
2. Demonstrate knowledge of ethical and legal considerations so that students will be able to contrast their own beliefs and attitudes with those of their culturally different clients in a nonjudgmental fashion. (G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)
3. Demonstrate knowledge and articulate their understanding about how oppression, discrimination, and stereotyping affect them personally, professionally, institutionally, and actively seek a more culturally affirming professional identity. (G, 2b; 2f; CMHC, C8; E2; E5; SC, E2; E4)
4. Demonstrate knowledge about verbal and non-verbal communication style differences, how their style may clash with or foster the counseling process with persons different from themselves. (G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)
5. Demonstrate specific knowledge and information about particular groups and discuss life experiences, cultural heritage, family systems, and historical background of identified culturally different clients. (G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)
6. Demonstrate how culture may affect psychological processes such as personality formation, vocational choices, psychological disorders and help seeking behaviors. (G, 2b; CMHC, D4; E1; F1; SC, E3; F1)
7. Demonstrate knowledge about sociopolitical and economic influences that may impact self- esteem and self-concept in the counseling process. (G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)
8. Examine relevant research regarding mental health issues and culturally appropriate interventions including indigenous helping practices and help-giving networks among communities. (G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)
9. Participate in activities outside the academic setting (e.g., community events, social and political functions, celebrations, friendships, neighborhood groups, and so forth) to clarify their role in social justice, advocacy, and conflict resolution, and to facilitate their knowledge of culturally different groups. (G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)

10. Articulate and demonstrate how culturally different clients' religious and/or spiritual beliefs and values, including attributions and taboos, affect worldview, psychosocial functioning, and expressions of distress. (G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)
11. Demonstrate knowledge about how to advocate at institutional and community levels on behalf of their clients. (G, 1h; 1i; 2e; 2f; CMHC, D4; E5; F2; F3; SC, E2; E3) EPS 690

### **Course Structure and Methods of Evaluation:**

This course will be taught as a graduate course, with lecture and group collaborative discussion, small group exercises, video reflections, oral presentations and reflective writing. It is expected that students will have read all readings and be prepared to engage in a conversation regarding main points and application of the readings. Students are expected to be respectful of others' opinions, share perspectives and engage in critical thought, integrate information and theories from other disciplines and course work in your writings and discussions; and engage in ethical practices.

### **American with Disabilities Act (ADA):**

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Services Specialist for the specific Campus. PLEASE SEE BELOW FOR TECHNOLOGY ASSISTANCE.

### **Student Support Services:**

Student Support Services provides students with the tools and resources they need to achieve academic success and to remove all obstacles to learning, including advising, tutoring and workshops. Tutors are available at each of the three sites, Uvalde, Del Rio, and Eagle Pass during the fall, spring and summer semesters. These tutors offer assistance in mathematics, English, History and PowerPoint presentations. Tutors schedules are posted on bulletin boards around campus as well as **ONLINE**. Tutors are available by appointment or on a walk-in basis.

Student center computers are equipped with Grammarly (<https://www.grammarly.com/>), a software program that helps students achieve academic goals and improve their writing in essays, reports, theses, dissertations, and college entrance application. Grammarly automatically detects grammar, spelling, punctuation, word choice, and style mistakes in your writing.

Please go to: <http://www.sulross.edu/page/1568/student-services> to speak to a support service representative or visit the Student center.

Student Services Specialist are:

Del Rio – (830) 703-4816

Eagle Pass – (830) 758-5037

Uvalde- (830) 279-3027

### **Technology Requirements:**

**Hardware Requirements:** The following minimum hardware and software requirements are necessary in order to access an online class through SRSU-RGC's current version of Blackboard.

Be sure to check your course syllabus and discuss technology needs with your professor as early in the class as possible.

**System Requirements:** The following minimum hardware and software requirements are necessary in order to access an online class through SRSG-RGC’s current version of Blackboard. Individual instructors may have additional requirements for specific classes. Be sure to check your course syllabus and discuss technology needs with your instructor as early in the class as possible.

	<b>Minimum</b>	<b>Recommend</b>
<b>Operating System</b>	Windows 7 or higher Mac OSX 10.8 or higher	Windows 10 Mac OS 10.12
<b>Processor</b>	1 GHz processor	2 GHz or faster processor
<b>Memory</b>	512 MB of RAM	2 GB of RAM or higher
<b>Monitor Resolution</b>	1024 x 768	1024 x 768 or higher
<b>Free Hard Disk Space</b>	5 GB of free disk space	20 GB or higher of free space
<b>Internet Connection</b>	Broadband (high-speed) Internet connection with a consistent minimum speed of 1.5 Mbps	Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher
<b>Internet Browser</b>	FireFox	FireFox
<b>Java</b>	Java is required to use Blackboard. <a href="#">Visit our Java support page for information about troubleshooting Java.</a>	
<b>Macromedia Flash Player</b>	Flash may be required to play videos within the Blackboard system. <a href="#">You can download Flash from the Adobe website.</a>	

**Students are required to have regular, reliable access to a computer with a stable broadband Internet connection.** Any system older than 4 years may not have the processing power to work with our current version of Blackboard and its components.

All SRSU-RGC networked computers are configured to use Blackboard and will have software needed to complete online coursework. If additional software is needed on a SRSU-RGC lab computer, please contact the administrator of the lab for assistance.

If your computer is publicly accessed off campus or is loaned to you, you may be prohibited from downloading files or software.

The first step to see if your computer is set up for Blackboard is to check your browser compatibility. We strongly recommend Blackboard students use the latest version of [Mozilla Firefox](#) for Windows or Mac because it is the most compatible with our current Blackboard system.

<b>Browser Downloads</b>	<b>PC</b>	<b>Mac</b>
Mozilla Firefox	<a href="#">Download</a>	<a href="#">Download</a>
Safari	<a href="#">Download</a>	<a href="#">Download</a>

Google Chrome	<a href="#">Download</a>	<a href="#">Download</a>
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**Generally, it is a good idea to have multiple browsers installed on your system for a couple of reasons.** First, you always want a plan B. If you are trying to perform time sensitive tasks in Blackboard, you don't want to waste time troubleshooting your browser or downloading a new browser. Having multiple browsers already installed allows you to quickly switch to a different browser when you have a browser related issue.

Second, it helps to rule out browser related issues. If you are having problems in one browser and not another, then you know there is something going on with your browser or its settings. If you are having the same problem in multiple browsers, then you'll know that it is either a system issue or something related to Blackboard.

**Additional Software and Plug-ins:** Most of the materials you will be accessing in Blackboard will consist of web pages, Microsoft documents or Adobe Acrobat files. However, instructors may choose to upload content in a variety of formats. Below you will find a list of common file types that may be used in Blackboard. The software required to view these files is given and links to downloadable versions of the software have been provided if available.

Application Downloads File Extension		PC	Mac
Adobe Acrobat Reader	.pdf	<a href="#">Download</a>	<a href="#">Download</a>
Microsoft Office	.doc • .docx .ppt • .pptx .xls • .xlsx .rtf • .txt	<a href="#">Download</a>	<a href="#">Download</a>

Microsoft Office Viewer			
Word Viewer	.doc • .docx	<a href="#">Download</a>	n/a
PowerPoint Viewer	.ppt • .pptx	<a href="#">Download</a>	n/a
Excel Viewer	.xls • .xlsx	<a href="#">Download</a>	n/a

Video Players	Common File Extensions	PC	Mac
Macromedia Shockwave Player	.fla • .swa • .swf	<a href="#">Download</a>	<a href="#">Download</a>
QuickTime	.mov • .qt	<a href="#">Download</a>	<a href="#">Download</a>
Media Player Classic	.avi • .vlc • .wmv	<a href="#">Download</a>	n/a
VLC Media Player	.avi • .vlc • .wmv	<a href="#">Download</a>	<a href="#">Download</a>

Additional Software	PC	Mac
Microsoft Security Essentials	<a href="#">Download</a>	n/a
Ad-Aware Spyware Removal	<a href="#">Download</a>	n/a

## **Technical Skills**

Technical Skills Required: Students will be required to interact through a virtual media real-time technological program Enhance-video Streaming through Zoom. Moreover, students will be required to know how to send and receive emails; how to cut and paste information; how to post and download assignments onto and from Blackboard; how to access videos and post comments on discussion boards; how to take exams through Blackboard and how to access Collaborate Ultra Real-time or Zoom feature. Students will also be required to access their generated grade points to measure their progress in the course. PLEASE REVIEW Introductory Videos to refresh your understanding of how to access and navigate through these blackboard features.

Other Technological devices/Equipment: Student computer MUST be equipped with fully functional speakers, microphone and video camera. Since this course is instructed through an enhanced video feature like Collaborate Ultra, it is important to keep background noise to a minimum so as not to distort communication; it is preferred that students use ear/headphones with attached microphones to enhance communication clarity. The student microphone icon must remain off unless speaking to help with back-feed sounds. The video camera icon MUST remain on at all times, PLEASE REVIEW introductory Collaborate video.

Blackboard: I have posted a course orientation video to help each student understand how to navigate through Blackboard. The Blackboard Orientation Video can be accessed by:

Logging into “Blackboard.

- A. Select course number and name.
- B. Observe the Course men, which is categorized by submenus.
- C. The student will notice the “Menu” categorized by submenus. They are:

1. ORIENTATION
2. COMMUNICATION
3. RESOURCES
4. ASSIGNMENT
5. TOOLS

- D. Select the “Blackboard Orientation” feature under the “Orientation” Submenu.

Students can also access the Blackboard orientation video clips designed to help students navigate and use Blackboard while taking graduate coursework. Students can access the videos by:

- E. Going to the Blackboard main page.
- F. Access the “Student Resources” located at the red top left block of the Blackboard Log-in Page.

G. Orientation and “How to” videos are available to help the student navigate and through Blackboard.

Blackboard Representatives: (888)837-6055 24 hrs. Monday-Sunday

Tim Parsons (432-837-8525): [tim.parsons@sulross.edu](mailto:tim.parsons@sulross.edu)

Estella Vega (432-837-8247): [estellav@sulross.edu](mailto:estellav@sulross.edu)

**Enhanced-video Streaming:** As your instructor, I place heavy emphasis on Individual class participation. There will be sixteen graded collaborative meetings and they have a total value of 100 points. The interactive component to this course is critical. It will enhance your reasoning skills, which is very important to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills from drawing from your rich experience(s). The intercultural experiences of students add tremendously to everyone’s learning in class. Our live online streaming interaction will provide us the opportunity to review the week’s theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. I will ask many open-ended questions to elicit responses. Students will be required to participate in every classroom session.

Collaborate Ultra is a web-based system used for real-time connection. You can access the Collaborate Ultra feature by:

1. Log into Blackboard.
2. Select Course number and name.
3. View you Menu on the Left-hand side of the main course page.
4. Select “Zoom” under the “Assignment” Sub Menu.
5. Turn on the video by depressing the Camera icon and do the same for the microphone when speaking ONLY.

Frequent “Lost connection” is NOT acceptable, and the student will be required to go to the computer lab located at the closest SRSU-RGC university site for the remainder of the semester after two class periods of lost connectivity difficulties. Such disconnection issues interrupt the class dynamics and will not be accepted. Each student is encouraged to take his or her computer hardware to the IT department to assess compatibility before classes begin to ensure standards for connectivity are acceptable. Students are also encouraged to provide the IT representative with the type of home internet service provider and specifications to determine if acceptable for collaborate ultra-connectivity. It is also recommended that your home network usage be limited to your use to prevent slowing the home network connectivity. For example, make sure others including yourself, disconnect wifi from cell phones and other programs that slow home network connection.

IT Technologist for each campus are (PLEASE CALL BLACKBOARD REPRESENTATIVES ABOVE for Blackboard issues):

Del Rio - Craten Knope (830)703-4818

Eagle Pass - Juan Garza (830) 758-5010

Uvalde – George Hernandez (830) 279-3045

In consideration of the current advanced mobile technology, it is imperative that students make necessary arrangements to access collaborate at the designated time. Students are not allowed to drive a vehicle or engage in an activity where safety is compromised and exposes the student into a dangerous situation.

Students with Disabilities: It is the policy of the University of Sul Ross State University-Rio Grande College to create inclusive learning environments. If there are aspects of the instruction or design of any course that results in barriers to your inclusion or to accurate assessment of achievement-such as time-limited exams, inaccessible web content, or the use of non-captioned videos, etc. - Please notify the instructor as soon as possible.

For information about SRSU-RGC disability support services, please contact Student Service Specialist:

Mrs. Kathy Biddick  
(830) 279-3003  
Email: kbiddick@sulross.edu

### **Diversity:**

Discussion and activities will include issues of diversity as they relate to specific learning objectives. All students will be encouraged to introduce topics they deem applicable to the content and process of the course, particularly those that enhance students' awareness of diversity and multicultural understanding.

### **Scholastic Misconduct:**

As with all University courses, instructors expect students to be engaged in learning the course content. Scholastic dishonesty seriously compromises this learning and is not tolerated. The penalty for scholastic dishonesty in this class depends on the circumstances. Penalties could range from consultation with the instructor and receiving a zero (0) on the assignment in question, to failing the course and facing the University charges of scholastic misconduct.

### **Etiquette Expectations:**

Graduate students are expected to take responsibility for his or her own academic work. Each individual will make sure to understand the content and process of all syllabi. The professor may offer assistance and your advisor may offer you direction; however, the student must demonstrate initiative and maturity to pursue understanding actively.

Students are to communicate questions or statements as directed by the professor. Etiquette considerations will include speech tone, language and expression that is respectful and clear so as to minimize ambiguity; moreover, presentation of questions or statements will not consist of any defamatory, sarcastic, degrading or disrespectful tones, whether in person, telephonically, teleconferenced, enhanced video streaming, email or any other modes of communication.

Culture often influences an individual's mode for gaining understanding and disseminating meaning. Therefore, it is imperative that individuals consider primary language, speaking style,



inappropriate terms, distance between parties, eye-contact, inappropriate body language (Example: finger pointing, etc.) and disabilities that may hinder effective communication.

### **Attendance, Introduction and Participation:**

Regular class attendance and participation are required aspects of this course.

- A major component of our first virtual class meeting will require that each student introduce himself or herself, regardless of when your first day of class commences. This will be a great time to get to know each other, since we will be spending significant time sharing each other's lens through which course content is viewed. Points of Introduction must include the following and not to exceed five minutes:
  - o Full name.
  - o Place of Birth.
  - o Place raised
  - o Describe family or culture that best describes you.
  - o Your interest in your undergraduate degree.
  - o Rationale for entering into the counseling program.
  - o What you hope to accomplish with a Counseling training.
  - o How you conclude this to be important.
- Attendance has a value of 100 points.
- Each student is required to interact verbally by responding to questions I pose regarding points of discussion or material content, other student's perspectives and statements. Please do not type your responses, this feature in Collaborate is intended to be used for emergency or extraordinary technical circumstances and NOT a consistent form of in-class communication.
- Video reflections and are intended to evoke logical reasoning skills and these cognitive skills often advance at different stages; therefore, peer learning is encouraged by observing other students reflective writing entries.
- If you must be absent, please notify the instructor in advance. This does not excuse your absence, but flexibility may be offered for extenuating circumstances.
- Please read the assigned material before class and be prepared to discuss it. You are expected to actively and verbally participate in classroom discussions and activities.
- Also, please consider this a friendly reminder to turn off all cell phones, noisemaking devices and back-ground noise during class.

### **Late Work:**

Assignments must be turned in before the beginning of next scheduled class to receive credit. If you will not be in class to turn in an assignment, it is still your responsibility to see that work is turned in on time. Late work = 0 points.

### **Grading/Feedback:**

Most grading is technologically driven, and grades are posted immediately. However, some quizzes require professor review and grading. In cases where grading is not instantaneous, I will complete all grading two days before the next class meeting time. This will provide ample time for students to review their outcomes and prepare any questions before or during class. Asking questions in class often evokes great discussion points. Feedback of any assignment will be provided no later than two days before the next class meeting. Students are welcome to contact me to schedule a time to meet virtually to address any questions. In the event I do not answer the phone, please leave a message, so that I may return your call; I respond to all my calls within 24-hours.

	<b>Point Accumulation Scale</b>	<b>Grade</b>
Enhanced Collaborative Class Attendance	16 = 100 15 = 90 14 = 80 13 = 70 12 = 60 11 = 50 10 = 40	<b>A= 90 -100</b> <b>B= 80 - 89</b> <b>C= 70 - 79</b> <b>D= 60 - 69</b>
Discussion Board (13 Assignments)  • Total Points for all 13 video reflections will be divided by 13 for a grade.	12 pts = 100 8 – 10 pts.= 90 6 – 7 pts = 80 4 – 5 pts = 70 < 4 pts = 60	<b>F= &lt;60</b>
Quizzes (13 Quizzes)	All quiz grades will be added and divided by 13 for an average grade.	The final grade for each of the 6 sections will be added and divided by 6 to calculate the final grade.
Group Debate Exercise	105 Points Potential	
Final Exam	100 questions and each question have a 1-point value potential.	
Movie Reflection Paper	120 -point value potential.	

**Enhanced Collaborate Streaming and Participation:**

As your instructor, I place heavy emphasis on Individual class participation. The interactive component to this course is critical. It will enhance your reasoning skills, which is very important to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills from drawing from your rich experience(s). The intercultural experiences of students add tremendously to everyone’s learning in class. Our live online streaming interaction will provide us the opportunity to review the week’s theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. You will need to have high-speed Internet service, and the *Adobe Flash Player* loaded into your

personal computer. The IT department has suggested that you use Google Chrome or FireFox as your web browser to alleviate technical difficulties. I have placed a quick link to Adobe Flash Player for quick download onto his or her personal computer. Students are always welcome to use the on-campus computer lab for the Collaborate interactive weekly meetings.

**Discussion Board (Video Reflections):**

Students will access the Video Reflection tab and review the assignment and enter a minimum 3-paragraph reflective comment regarding the assignment immediately after the collaborate class session. There will be thirteen graded video/article reflections with a potential value of 12 points for each of the thirteen (13) assignments with an accumulated potential of 156 points. The rubric reflects four competencies with the following value ratings: Advanced (3 pt. value), Novice (2 pt. value), Student (1 pt. value) and Unacceptable (0 pt. value).

The comment must include your version of what theme or message the author is attempting to convey to his or her audience. Include any rationality, as perceived by the descriptive content; include your thoughts and emotion(s) you experienced while viewing the video, and perceptions of how the information might impact future activities. Please see the rubric below that I use to assess your skill level. You are welcome to enter a personal experience(s) recalled while viewing the video. However, please consider any confidential or sensitive information before elaborating in a public setting.

The assignments mostly consist of short video clips but may consist of an article, or a guest person presentation. You will select the topic title (Example, VR 1, etc.) for the video clip assigned for the week. The video reflection clips are located under the Video/Article Reflections submenu. After selecting the title, it is required to select the thread title. Review the video clip and enter your reflection by selecting the “Reply” feature and enter your reflection. The following rubric is provided to guide your responses.

Competency Level	Advanced (3)	Novice (2)	Student (1)	Unacceptable (0)
1. <b>Competency 1</b> Your version of what theme or message the author is attempting to convey to his or her audience.	Student is able to identify two or more aspects of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent and the offers rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent from his or her general perspective.	Student only restates the video or Text content.
2. <b>Competency 2</b> Include any specifics the author(s) used to strengthen his or her point of view.	Student is able to identify two or more aspects of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent.	Student is unable to identify any point of views.
3. <b>Competency 3</b> Describe your thoughts and emotion(s) you experienced while viewing the video.	Student is able to identify two or more aspects of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent.	Student only restates the video content.

4. <b>Competency 4</b> . Explain your perceptions of how the information might impact future activities.	Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent.	Student only restates the video content.
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### **Quizzes:**

Weekly quizzes are designed to evaluate knowledge level comprehension for each class content reviewed. Each student will complete a quiz on a weekly basis. The quizzes are intended to ensure you can grasp the content of the assigned reading. There is a total of thirteen (13) quizzes, and each quiz has a 100-point potential. Each quiz will contain different amount of questions that correspond with the chapter or Video Reflection content, and will consist of true and false, multiple choice, fill-in the blank and short answer questions. If you do well in your quizzes, it is very probable you will do well in the final exam. You will be given the opportunity to use your quizzes to study for the final exam.

Students will be required to complete the quiz immediately after completing the video reflection, which is completed immediately after the class session. This will provide me the opportunity to provide grading and feedback for potential class discussion.

### **Small Group Presentations (G, 1h; 1i; 2e; 2f; CMHC, D4; E5; F2; F3; SC, E2; E3):**

Delivering effective oral presentations involves three components: what you say (*verbal*), how you say it with your voice (*vocal*), and everything the audience can see about you (*visual*). For all three components, maximize the signal-to-noise ratio: Amplify what helps, filter out what distresses. Groups will be equitably established to advocate for each of the two sides.

The purpose of this assignment is to consider how to create effective multicultural change within a counseling environment with which you are familiar (community organization, school, or university). The assignment addresses the complexity, comprehensiveness, and intentionality needed for effective multicultural change. The goal is for you to engage in critical thinking and analysis about multicultural outcomes of current programs and practices and about creating more effective outcomes.

**Each student is required to submit a reflection paper that responds to the six points indicated below for an individual grade. Make sure to respond to all 6 points for this assignment and please DO NOT EXCEED one page and use APA format. Students will then be placed in one of two groups at the end of the semester to debate each side for a group grade with a potential for 105 points.**

1. What is the essence of this argument?
2. Identify three elements of content that are emphasized by the individuals.
3. What position do you take?
4. What unique presentation characteristics make one more persuasive than the other.
5. Identify one (1) presentation characteristic you believe weakens the argument for everyone.
5. Add an example that best depicts your position.

CATEGORY	15	10	5	0
Collaboration with Peers	Almost always listens to, shares with, and supports/challenges the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports/challenges the efforts of others in the group.	Often listens to, shares with, and supports/challenges the efforts of others in the group but sometimes is not a reliable team member.	Rarely listens to, shares with, and supports/challenges the efforts of others in the group. Often is not a reliable team member.
Comprehension	Student is able to accurately answer almost all questions posed by colleagues about the topic or offers follow-up to colleagues.	Student is able to accurately answer most questions posed by colleagues about the topic or offers follow-up to colleagues.	Student is able to accurately answer a few questions posed by colleagues about the topic and offers little follow-up.	Student is unable to accurately answer questions posed by classmates about the topic and offers no follow-up.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Well, Creates Interest	Speaks clearly and creates significant interest by engaging the audience well.	Speaks clearly and creates some interest in the topic.	Speaks clearly some of the time and creates some interest in the topic.	Does not speak clearly and creates little interest in the topic.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Pauses	Pauses were effectively used 2 or more times to improve meaning and/or dramatic impact.	Pauses were effectively used once to improve meaning and/or dramatic impact.	Pauses were intentionally used but were not effective in improving meaning or dramatic impact.	Pauses were not intentionally used.
Listens to and Participates in Others' Presentations	Listens intently. Asks good questions and makes relevant comments.	Listens intently but has no or little contributions.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and is sometimes distracting.

### **Final Exam:**

The final exam is a 100-question True/False, multiple-choice and fill-in the blank questions that are designed to assess comprehensive, application, analysis, synthesis and evaluative consideration of knowledge gained over the semester. The final exam primarily derives from the weekly quizzes, forum activities and collaborate content and has a 100-point potential. The exam will be posted on Blackboard on the designated date and each student will have four(4) hours to complete the exam.

### **Movie Reflection Paper:**

The reflection paper is intended to move a student from passive learning to active learning. Active learning enhances reasoning skills that are very important to a counselor. Like your video reflection forum entries, this assignment is meant to enhance your counseling skills by grasping certain content while assessing your intrinsic processes.

The paper has a potential grade value of 100-points. I have provided students with a brief video that explains reflective learning and how to write a reflective paper. This approach will motivate your learning and perceptive skills. Since counseling is considered scientific, use an APA format to write this paper and must contain at least 10 pages, which includes content, the Title page and Reference page(s). The writing lab has many writing resources that can assist you in understanding the mechanics involved in writing a reflective paper. Students may choose to either rent or purchase the movie for required viewing.

Criteria	Superior (25 pts.)	Sufficient (20 pts.)	Minimal (10 pts.)	Unacceptable (0 pts.)
<b>Depth of Reflection</b>  ___ points	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
<b>Required Components</b>  ___ points	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.

<b>Structure</b> ___ points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
<b>Evidence and Practice</b> ___ points	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

### PROPOSED COURSE OUTLINE

DATE	TOPIC. ASSIGNMENT DUE AND READINGS
<b>Aug 24</b>	<p><b>Introduction:</b> Students Professor will not be present throughout the class session</p> <p><b>Activities:</b> Introduce each other and learn one cultural trait about each of your classmates</p> <p><b>Virtual Room:</b> Tuesday 7:00 p.m.</p>
<b>Aug 31</b>	<p><b>Reading Assignment:</b> Ch 1 The Culturally Competent Counselor</p> <p><b>Quiz 1:</b> Ch 1 The Culturally Competent Counselor</p> <p><b>Video Reflection 1:</b> Challenges and Rewards of a Culturally Informed Approach to Mental Health</p> <p><b>Virtual Room:</b> Tuesday 7:00 p.m.</p>
<b>Sep 07</b>	<p><b>Reading Assignment:</b> Ch 2 Cultural Identity Development</p> <p><b>Quiz 2:</b> Ch 2 Cultural Identity Development</p> <p><b>Video Reflection 2:</b> Shaping our Identity and Culture, How Culture Drives Behaviors   Julien S. Bourrelle</p> <p><b>Virtual Room:</b> Tuesday 7:00 p.m.</p>

<p><b>Sep 14</b></p>	<p><b>Reading Assignment:</b> Ch 3 Social Justice Counseling</p> <p><b>Quiz 3:</b> Ch 3 Social Justice Counseling</p> <p><b>Video Reflection 3:</b> Building Cultural Competence</p> <p><b>Virtual Room:</b> Tuesday 7:00 p.m.</p>
<p><b>Sep 21</b></p>	<p><b>Reading Assignment:</b> Ch 4 Racism and White Privilege</p> <p><b>Quiz 4:</b> Ch 4 Racism and White Privilege</p> <p><b>Video Reflection 4:</b> Implicit Bias and Microaggressions: The Macro Impact of Small Acts, Culture DSM 5 and How It Will Impact Your Work</p> <p><b>Virtual Room:</b> Tuesday 7:00 p.m.</p>
<p><b>Sep 28</b></p>	<p><b>Reading Assignment:</b> Ch 5 Gender and Sexism</p> <p><b>Quiz 5:</b> Ch 5 Gender and Sexism</p> <p><b>Video Reflection 5:</b> Mental Health and Women, Principles of Mental Health Practice with LGBT Children and Adolescents II: Clinical Considerations</p> <p><b>Virtual Room:</b> Tuesday 7:00 p.m.</p>
<p><b>Oct 05</b></p>	<p><b>Reading Assignment:</b> Ch 7 Social Class and Classism</p> <p><b>Quiz 6:</b> Ch 7 Social Class and Classism</p> <p><b>Video Reflection 6:</b> The Culture of Poverty,</p> <p><b>Virtual Room:</b> Tuesday 7:00 p.m.</p>
<p><b>Oct 12</b></p>	<p><b>Reading Assignment:</b> Ch 8 Disability, Ableism, and Ageism</p> <p><b>Quiz 7:</b> Ch 8 Disability, Ableism, and Ageism</p> <p><b>Video Reflection 7:</b> Talking About Disability   Celeste Adams   TEDx</p> <p><b>Virtual Room:</b> Tuesday 7:00 p.m.</p>



<p><b>Oct 19</b></p>	<p><b>Reading Assignment:</b> Ch 9 Individuals and Families of African Descent</p> <p><b>Quiz 8:</b> Ch 9 Individuals and Families of African Descent</p> <p><b>Video Reflection 8:</b> Stigma, Double Stigma, and African Americans</p> <p><b>Virtual Room:</b> Tuesday 7:00 p.m.</p>
<p><b>Oct 26</b></p>	<p><b>Reading Assignment:</b> Ch 10 Individuals and Families of Arab Descent</p> <p><b>Quiz 9:</b> Ch 10 Individuals and Families of Arab Descent</p> <p><b>Video Reflection 9:</b> PAH – Mental Health in Muslim Community</p> <p><b>Virtual Room:</b> Tuesday 7:00 p.m.</p>
<p><b>Nov 02</b></p>	<p><b>Reading Assignment:</b> Ch 11 Individuals and Families of Asian Descent</p> <p><b>Quiz 10:</b> Ch 11 Individuals and Families of Asian Descent</p> <p><b>Video Reflection 10:</b> Torn between two Cultures- Caroline Chou</p> <p><b>Virtual Room:</b> Tuesday 7:00 p.m.</p>
<p><b>Nov 09</b></p>	<p><b>Reading Assignment:</b> Ch 12 Individuals and Families of Latin American and Latino Descent</p> <p><b>Quiz 11:</b> Ch 12 Individuals and Families of Latin American and Latino Descent</p> <p><b>Video Reflection 11:</b> Mistakes Professionals Make with Hispanic Clients</p> <p><b>Virtual Room:</b> Tuesday 7:00 p.m.</p>
<p><b>Nov 16</b></p>	<p><b>Reading Assignment:</b> Ch 13 Counseling Individuals and Families of Native American Descent</p> <p><b>Quiz 12:</b> Ch 13 Counseling Individuals &amp; Families of Native American Descent</p> <p><b>Reflection Video 12:</b> Culture Matters: Indigenous Perspectives on Behavioral Healthcare/Kickapoo Traditional Tribe</p> <p><b>Virtual Room:</b> Tuesday 7:00 p.m.</p>
<p><b>Nov 23</b></p>	<p><b>Reading Assignment:</b> Ch 16 Spiritual Diversity</p>

	<p><b>Reflection Video 13:</b> Spiritual Diversity and Psychotherapy</p> <p><b>Quiz 13:</b> Ch 16 Spiritual Diversity</p> <p><b>Group Debate Papers Due</b></p> <p><b>Virtual Room:</b> Tuesday 7:00 p.m.</p>
<b>Nov 30</b>	<p><b>Group Debate Presentations</b></p> <p><b>Virtual Room:</b> Tuesday 7:00 p.m.</p>
<b>Dec 07</b>	<p><b>DUE: Movie Reflection Paper</b></p> <p><b>Final Exam</b></p>