



## Syllabus

### EDUA 6318: Multiculturalism & Diversity in Counseling—Clinical Mental Health Counselors

Sul Ross State University  
Fall 2022 (August 22, 2022  
to December 7, 2022)

#### Instructor:

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**Phone:** 432-837-8071 (office) or 650-384-5707 (cell) If texting, please identify your name and the course you would like to discuss.

**Office Location:** Morelock Academic Building (MAB) Room 304; [Alpine Campus Locations – SUL ROSS](#)

**Office Hours:** Mondays & Wednesdays 1:30pm-4:30pm; Tuesdays 1pm-5pm (or by appointment)

#### **CATALOG COURSE DESCRIPTION:**

**EDUA 6318 Counseling in a Multicultural Society (3-0).** *Designed to help students develop knowledge, skills, and attitudes needed to provide effective counseling in a multicultural and pluralistic society. Issues addressed include awareness of one's own worldview and that of others; racism, stereotyping, and discrimination; demographic community, and family characteristics of various minority groups; and the application of theory, technique, and ethics to multicultural counseling.*

#### **REQUIRED TEXTS & ADDITIONAL MATERIALS:**

Pedersen, P. B., Lonner, W. J., Draguns, J. G., Trimble, J. E., & Scharrón-del Río, M. R.

*Counseling across cultures* (7th ed.). SAGE.

American Psychological Association. (2020). *Publication manual of the American*

*Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

**All students will also be required to purchase a DNA test online.** There are several testing sites available online. Please be aware that your final paper will require information from your

testing results. Also be aware that the results of your test will typically require 6-8 week turnaround for results.

### CACREP REQUIREMENTS FOR CLINICAL MENTAL HEALTH COUNSELING

	<b>CACREP Standard</b>	<b>Activity</b>	<b>SLOs</b>
II.F.2.a.	Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	Chapters 5-9; Chapter 14-18 Reading and Discussion Questions	1, 3
II.F.2.b.	Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Chapters 1-4; Reading and Discussion Questions	1, 3
II.F.2.c.	Multicultural counseling competencies	Article Read & Summarize (Ratts, Singh, Nassar-McMillan, Buntler, & McCullough, 2015)	1, 3
II.F.2.d.	The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Cultural/DNA Analysis Paper	1, 3
II.F.2.e.	The effects of power and privilege for counselors and clients	Reading and Summarize Article (Hays, Dean, & Chang, 2007)	1, 3
II.F.2.f.	Help-seeking behaviors of diverse clients	Chapter 19-21 Reading and Discussion Questions	1, 3

II.F.2.g.	The impact of spiritual beliefs on clients' and counselors' worldviews	Chapter 22 Reading and Discussion Questions	1, 3
II.F.2.h.	Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Reading & Summarize (Ratts & Hutchinson, 2009)	1, 2, 3
	<b>Standards for Clinical Mental Health Counseling (CMHC) track</b>	<b>Activity</b>	<b>SLOs</b>
V.2.j	Cultural factors relevant to clinical mental health counseling.	Cultural/DNA Analysis Paper;	1, 3

### **COURSE OBJECTIVES:**

- Compare and contrast various identity development models
- Differentiate between various multicultural theories in counseling
- Identify various multicultural issues for different populations
- Enrich each student's understanding of his/her own identity
- Encourage each student to evaluate his/her own view of diversity
- Discuss ethical issues in multicultural counseling

### **Goals of the course:**

1. To review essential topics presented by authors with specialized expertise about those topics
2. To articulate the generic relevance of multicultural counseling for each and every counseling relationship
3. To demonstrate the applications of multicultural counseling skills to others

### **STUDENT LEARNING OUTCOMES:**

The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential
2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling program, this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, and educational needs.
3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

**COUNSELOR EDUCATION MARKETABLE SKILLS:**

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

**DISTANT LEARNING STATEMENT:**

Students enrolled in distance education courses have equal access to the university's academic support services such as Smarthinking, library resources such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**ACADEMIC INTEGRITY:**

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

**SAFEASSIGN:**

The SafeAssign tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssign compares student papers submitted to Blackboard against a wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssign's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another

source, and you need to make corrections. You may need to alter some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

### **ADA STATEMENT:**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

**PARTICIPATION POLICY:** *(for online classes)* Since EDUA 6318 is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email at least every other day for the duration of the course. In order for you to remain enrolled in EDUA 6318, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussions. Please follow the directions regarding your required response.

### **LIBRARY INFORMATION:**

The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

### **COURSE REQUIREMENTS:**

**NO LATE ASSIGNMENTS ARE ACCEPTED WITHOUT UNIVERSITY EXCUSE OR MEDICAL DOCUMENTATION.**

**Writing Style.** APA writing format (7th ed.) is required. Written assignments must be typed using one-inch margins, 12-point Times New Roman font, and double line spacing; have all pages starting with the title page numbered and edit for spelling, punctuation, and grammar. **Papers with multiple errors and/or high (over 10%) similarity report in SafeAssign and/or Turnitin will receive a reduction in grade.**

### **Cultural Community Engagement Project/Paper**

For this assignment you will be asked to engage in an activity associated with a multicultural community that you do not typically engage with. This can include attending a multicultural community event, spiritual or faith-based activity, volunteering for a community organization, or anything else where cross-cultural experiences would occur. You will write a 5-7 page reflection on the experience and include the following sections in your paper.

**Historical context of the community:** In this section, you will briefly discuss the pertinent historical issues encountered by the community in which you are engaging with for the activity. This can include a myriad of socio-political issues and you are asked to be broad in your discussion.

**Multicultural issues in the counseling context:** In this section, you will discuss the multicultural implications experienced by this community in the context of counseling. This includes issues that counselors should be aware of when working with the community. Discuss how the issues impact the counseling experience for this community and what the counseling profession is doing to move towards social justice and advocacy work.

**Description of the event and its purpose:** Discuss the event you attended and gather information around the purpose of the event. Is the event a celebration? Meant to raise awareness? What do the organizers hope to achieve by holding the event?

**Your experience at the event:** Discuss your experience at the event and what you observed during your attendance. Discuss how the community members interacted with the attendees outside of the community. Explore what you observed about the

**Reflect on how the event influenced your counselor identity:** As a counselor-in-training, discuss how your experience at the event influenced you as a counselor. Did you learn something you didn't know before? How will you incorporate this experience into your work as a counselor?

This paper must be in APA format (7th ed.) and be 5-7 pages in length. You must use at least 2 peer-review professional journal articles. Please use scholarly resources from the Sul Ross library. A rubric will be used to score this assignment.

### **Cultural/DNA Analysis Paper Summary of DNA/Ancestry Analysis**

You will be asked to complete a DNA/Ancestry Analysis Kit. You can purchase one of these kits from AncestryDNA, MyHeritage, FamilyTree DNA, 23and Me, LivingDNA, or any other company of your choice. **Be aware that the results take 6-8 weeks to receive, so please plan accordingly.** The purpose of this assignment is to explore and integrate information related to your cultural heritage with issues related to becoming a sensitive multicultural counselor.

The assignment is divided into four parts:

1. Personal cultural experience
2. DNA Report results

3. Cultural heritage identified VS DNA Analysis
4. Becoming a sensitive multicultural counselor

Specific questions are provided below to stimulate your thinking across a range of cultural factors. Respond to each of the questions as appropriate as well as providing additional support for your responses.

**Section 3 does have specific questions that you need to address, and these questions are not optional.** Remember, sometimes the fact that something is **not** valued is as meaningful as the fact that something **is** assigned value. Include additional information as needed to **complete a picture of your family heritage and personal cultural experience.**

At the close of this section, I will address confidentiality and privacy. This paper should be **8-10 pages** in length, excluding the title page and reference section.

## 1. Personal Cultural Experience

In this section, address family and community values that have been part of your personal experience. Family should be addressed in the context of your extended family and include persons who assumed a familiar role in your development. Family would include your current “family” as well as your family of origin. Respond to each of the following questions as appropriate and include additional information as needed to complete a picture of your personal cultural experience.

- In what way has the information discussed in the first section carried forward to influence your personal cultural experience?
- What specific values were held by your family of origin and community (e.g., religion, education, work, food, or family)?
- How were your family values similar to and different from those of the rest of the community? What types of rituals or ceremonies were important to your family?
- What types of personalities and communication can you identify? How was conflict handled?
- What views were held about diversity?
- How did diversity issues of gender, nationality, race, sexuality, disability, or religion impact your family?
- How has “privilege,” or the lack of it, eased life or made it more difficult for your family?
- Did the family move to different locations or remain in the same community throughout your development?
- Under what circumstances did moving occur?
- How did living in different communities influence your cultural experience?
- How is your current “family” culture similar to or different from your family of origin?
- How has change in the social and cultural nature of society at large influenced your cultural experience?

## 2. DNA Result Summary

In this section, please discuss the following:

- DNA/Ancestry Results.
- Breakdown of Results
- Brief History of Results
- Personal Reaction to Results

### 3. Cultural Heritage Identified vs DNA Analysis

In this section, you will address information in two parts:

- 1) Address information you are able to obtain about your ancestors passed on by word of mouth or family documents (Note: A genealogy is not being requested here although you may use that to provide structure for presenting your information).

Questions to be considered are as follows:

- What nationalities are you able to identify?
- What type of work was done?
- What forms of artistic expression were important?
- Were there specific values you can identify (e.g., religion, education, work, food, or family)?
- Were traditional rites or ceremonies important to your ancestors?
- What types of personalities and communication styles can you identify?
- What views were held about diversity?
- In what ways were your ancestors impacted by diversity--gender, nationality, race, or religion?
- Were they native to this country or immigrants from another country?
- Under what circumstances did immigration occur?
- Did the family live in a community in this country with the same nationality (e.g., German community)? How did acculturation occur?
- How was the native language treated by the family?
- Did the family move to different locations or remain in the same community across generations?
- Under what circumstances did moving occur?
- How did the social and cultural nature of society at the time influence your ancestors?

- 2) Address information from your DNA results.

- Identify areas of the DNA results that seem to support the information obtained from ancestors.
- Identify areas that might challenge this information.
- Identify the most surprising results. Identify what areas that may clarify inherent ideas of whom you are that you might have had.
- What Ethnicity are you drawn to the most and will most likely research going forward? What ideas, theories and concepts presented in your textbook now apply to you?

### 4. Becoming a Sensitive Multicultural Counselor

Use this section to examine your personal cultural experience within the context of becoming a sensitive and competent multicultural counselor. Respond to each of the following questions and include additional information as needed.



- How has your decision to become a counselor influenced your views toward cultural diversity?
- How would you describe your cultural identity development at the current time using information from your text and the DNA results?
- How will your communication values and skills impact your role as a competent multicultural counselor?
- Considering the nature of your cultural experience, describe five strengths you will bring to multicultural counseling.
- Within the same context, describe five weaknesses you currently have which could prevent you from being a sensitive multicultural counselor.
- Describe five attitudinal and five knowledge goals for yourself that, if met, would help you develop as a competent multicultural counselor.

**NOTE:** I recognize that you may find information requested in this paper to be sensitive in nature. Therefore, the paper will be kept confidential and will be read only by myself. It is assumed that information believed to be private to the family will not be included in the paper. While the DNA analysis is intended to enlighten you, the analysis information may not be well received by members of your family. So please use the information carefully.

This paper is to be in APA format (7th ed.) with 12-point Times New Roman Font, double spaced, one-inch margins, and title page. Please properly cite references you use (including your DNA analysis).

**Exams.** There will be a total of 5 exams.

Read the textbook assignments and **study** the material **PRIOR** to participation.

**EVALUATION/GRADING POLICY:**

Cultural Experience Paper	15%
Discussion Boards	20%
Cultural/DNA analysis paper	25%
5 Exams	40%

Extra Credit Opportunity—complete and submit MEd Comprehensive Exam review.

Course Grades:

- A 91%-100%
- B 81 %- 90%
- C 71%- 80%
- F Below 70%

**NOTE:** Graduate students must maintain a 3.0 GPA to remain in good standing.

**COURSE SCHEDULE/DUE DATES:**

**Course Schedule**

**All assignments are due by 11:59pm CST on the Sunday after which they are assigned unless noted below and/or in Blackboard (Bb).**

**All Discussion Board (DB) postings are due by 11:59pm CST on the Friday after which they are assigned unless noted below and/or in Bb.**

**All DB responses are due by 11:59pm CST on the Sunday after which they are assigned unless noted below and/or in Bb.**

**Week One: August 22-28**

**Module 1**

“Nice to Meet You” Discussion Board due by 11:59pm CST on Wednesday, August 24, 2022.

“Online Participation Policy” Discussion Board due to 11:59pm CST on Wednesday, August 24, 2022.

Read Chapters 1 & 2.

Chapters 1 & 2 - Discussion Board Postings & Responses

**Week Two: August 29-September 4**

**Module 2**

Read Chapters 3 & 4.

Chapters 3 & 4 - Discussion Board Postings & Responses

Exam #1 on Chapters 1-4

**Week Three: September 5-11**

**Module 3**

Read Chapters 5 & 6.

Chapters 5 & 6 - Discussion Board Postings & Responses

Read: Hays, D. G., Dean, J. K., & Chang, C. Y. (2007). Addressing privilege and oppression in counselor training and practice: A qualitative analysis. *Journal of Counseling & Development, 85*(3), 317–324.

**Week Four: September 12-18**

**Module 4**

Read Chapters 7 & 8

Chapters 7 & 8 - Discussion Board Postings & Responses

**Week Five: September 19-25**

**Module 5**

Read Chapter 9

Chapter 9 - Discussion Board Posting & Response

Exam #2 on Chapters 5-9

**Week Six: September 26-October 2**

**Module 6**

Read Chapters 10 & 11.

Chapters 10 & 11 - Discussion Board Postings & Responses

Read: Ratts, M. J., & Hutchins, A. M. (2009). ACA advocacy competencies: Social justice advocacy at the client/student level. *Journal of Counseling & Development, 87*(3), 269–275.

**Week Seven: October 3-9  
Module 7**

Read Chapters 12 & 13.  
Chapters 12 & 13 - Discussion Board Postings & Responses  
Exam #3 on Chapters 10-13

**Week Eight: October 10-16  
Module 8**

Read Chapters 14 & 15.  
Chapters 14 & 15 - Discussion Board Postings & Responses

**Cultural Community Engagement Project/Paper DUE BY 11:59pm CST on Sunday, October 16**

**Week Nine: October 17-23  
Module 9**

Read Chapters 16 & 17.  
Chapters 16 & 17- Discussion Board Postings & Responses

**Week Ten: October 24-30  
Module 10**

Read Chapter 18.  
Chapter 18 - Discussion Board Posting & Response  
Exam #4 on Chapters 14-18

**Week Eleven: October 31-November 6  
Module 11**

Read Chapters 19 & 20.  
Chapters 19 & 20 - Discussion Board Postings & Responses

Read: Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development, 44*(1), 28-48.

**Week Twelve: November 7-13  
Module 12**

Read Chapters 21 & 22.  
Chapters 21 & 22 - Discussion Board Postings & Responses

**Cultural/DNA Analysis paper due by 11:59pm CST on Sunday, November 13, 2022.**

<b>Week Thirteen: November 14-20</b> <b>Module 13</b>
Read Chapters 23 & 24. Chapters 23 & 24 - Discussion Board Postings & Responses
<b>Week Fourteen: November 21-27</b>
Practice implementing self-care, and enjoy Thanksgiving with friends and family. I am thankful for each one of you!
<b>Week Fifteen: November 28-December 4</b> <b>Module 14</b>
Exam # 5 on Chapters 19-24
<b>Week Sixteen: December 5-7</b> <b>(Note: Week sixteen only has three days in it.)</b> <b>Module 15</b>
Extra Credit Opportunity: Review for MEd Comprehensive Exam due by 11:59pm CST on Wednesday, December 7, 2022.

**WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS**

<b>Sub-skill</b>	<b>Beginning 1</b>	<b>Basic 2</b>	<b>Proficient 3</b>	<b>Advanced 4</b>	<b>Exceptional 5</b>	<b>Score</b>
<b>Integration of Knowledge</b>	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways.	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways.	The paper incorporated knowledge from the literature in relevant and meaningful ways.	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways.	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways.	
<b>Organization and Presentation</b>	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow.	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow.	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow.	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow.	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow.	
<b>Focus</b>	The paper's topic lacked focus and a clear direction.	The paper's topic had occasional focus, direction, and purpose.	The paper's topic had focus and clarity of direction and purpose.	The paper's topic had effective focus and clarity of direction and purpose.	The paper's topic had very effective focus and clarity of direction and purpose.	
<b>Level of Coverage</b>	The paper lacked depth, elaboration, and relevant material.	The paper occasionally included depth, elaboration, and relevant material.	The paper included depth, elaboration, and relevant material.	The paper effectively included depth, elaboration, and relevant material.	The paper very effectively included depth, elaboration, and relevant material.	

