



**Course Syllabus Multicultural**  
COUN F660

**Instructor:**

**E-mail address:**

**Telephone:**

**Office:**

**Office hours:**

**Audio Call In:**

**Video Conferencing:**

**Course Description:** This course provides an examination of cultural and ethnic variables in human nature and their effect on the counseling process. Specific focus will be placed on the nature and function of culture, cultural variables in the context of the human experience, universal and culture specific aspects of the counseling process, barriers to effective cross-cultural counseling, specific ethnic and cultural considerations, and methods of intellectual training with special emphasis on Alaskan cross cultural considerations.

**Course Objectives:** The objective of the Multicultural Counseling course is to provide students with opportunities to develop counseling skills necessary for becoming effective practitioners with individuals culturally different from themselves. Upon completion of this course, students will be able to identify, utilize, and explain the following areas of the counseling profession based on an understanding of the following 2016 CACREP Standards:

1. the role and process of the professional counselor advocating on behalf of the profession (*f.1.d*)
2. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (*f.1.e*)
3. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (*f.2.a*)
4. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (*f.2.b*)
5. multicultural counseling competencies (*f.2.c*)
6. the impact of heritage, attitudes, beliefs, understandings, and acculturative experience on an individual's views of others (*f.2.d*)
7. the effects of power and privilege for counselors and clients (*f.2.e*)
8. help-seeking behaviors of diverse clients (*f.2.f*)
9. the impact of spiritual beliefs on clients' and counselors' worldviews (*f.2.g*)
10. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (*f.2.h*)

11. approaches for assessing the conditions of the work environment on clients' life experiences (*f.4.d*)
12. strategies for advocating for diverse clients' career and educational development and employment opportunities in global economy (*f.4.g*)
13. counselor characteristics and behavior that influence the counseling process (*f.5.f*)
14. strategies to promote client understanding of and access to a variety of community-based resources (*f.5.k*)
15. cultural factors relevant to clinical mental health counseling (CMHC *c.2.j*)
16. school counselor roles as leaders, advocates, and systems change agents in P-12 schools (SC *g.2.a*)

**Student Learning Outcomes:** This course aims to provide learning opportunities for students:

- Sensitization to their own level of ethnic/cultural identity development.
- Awareness about their own assumptions, values, and biases about human behavior, and understand the affect of these factors on their definitions of what constitutes normal-abnormal behavior;
- Staying engaged despite the tension of differences that exist between themselves and individuals who differ in terms of gender, ethnicity, culture, or belief systems;
- Ability to communicate more effectively both verbally and nonverbally with culturally diverse individuals;
- Identification of their level of competence for providing counseling services to culturally diverse individuals and recognize their professional obligation for learning more about issues impacting various populations; and
- Development of a more thorough understanding, appreciation, and respect for ethnic/cultural differences.

**Please note:** *All topics in this course are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of peoples from a variety of ethnic, gender, racial, and social class backgrounds.*

**Required Texts:**

- Duran, E. (2006). *Healing the soul wound*. New York, NY: Teacher College, Columbia University.
- Sue, D. W. & Sue, D. (2013). *Counseling the culturally diverse: Theory and practice* (7<sup>th</sup> ed.). New York, NY: John Wiley & Sons, Inc.
- Sue, D., (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. New York, NY: John Wiley & Sons, Inc.

**Required Readings:**

- American Psychological Association. (2010). *Resilience and recovery after war: Refugee children and families in the United States*. Washington, DC: Author.
- American Counseling Association [ACA]. (2003). *Advocacy competencies*. Alexandria, VA: Author. Retrieved from: [https://www.counseling.org/Resources/Competencies/Advocacy\\_Competencies.pdf](https://www.counseling.org/Resources/Competencies/Advocacy_Competencies.pdf)
- Association of Lesbian, Gay, Bisexual, and Transgender Issues in Counseling [ALGBTIC]. (2009). *Competencies for counseling with transgender clients*. Alexandria, VA: Author.
- Bartoli, E., & Pyati, A. (2009). Addressing clients' racism and racial prejudice in individual psychotherapy: Therapeutic considerations. *Psychotherapy Theory, Research, Practice, Training*, 46, 145-157.

- Barnett, J. E., & Johnson, W. B. (2011). Integrating spirituality and religion into psychotherapy: Persistent dilemmas, ethical issues, and a proposed decision-making process. *Ethics & Behaviors, 21*, 147-164.
- Barrow, S. M., & Alexander, M. J., McKinney, J., Lawinski, T., & Pratt, C. (2014). Context and Opportunity: Multiple perspectives on parenting by women with a severe mental illness. *Psychiatric Rehabilitation Journal, 37*, 176-182.
- Bassett, D., Tsosie, U., & Nannauck, S. (2012). "Our culture is medicine": Perspectives of Native healers on posttrauma recovery among American Indian and Alaska Native patients. *The Permanente journal, 16*(1), 19-27.
- Berry, J. Q., Phinney, J. S., Sam, D. L., Vedder, P. (2006). Immigrant youth: Acculturation, identity, and adaptation. *Applied Psychology, 53*, 303-332.
- Carlson, B. E., Stromwall, L. K., & Lietz, C. A. (2013). Mental health issues in recently returning women veterans: Implications for practice. *Social Work, 58*, 105-114.
- Cheah, C. S. L., Leung, C. Y. Y., Zhou, N. (2013). Understanding "Tiger Parenting" through the perceptions of Chinese immigrant mothers: Can Chinese and U.S. parenting coexist. *Asian American Journal of Psychology, 4*, 30-40.
- Clay, R. (2015). Fighting poverty. *Monitor on Psychology, 46*(7), 77. Retrieved from: <http://www.apa.org/monitor/2015/07-08/cover-poverty.aspx>
- Colon-Gonzalez, M. C., McCall-Hosenfeld, J. S., Weisman, C. S., Hillemeier, M. M., Perry, A. N., Chuang, C. H. (2013). 'Someone's got to do it' – Primary care providers (PCPs) describe caring for rural women with mental health problems. *Mental Health in Family Medicine, 10*, 191-202.
- Council of National Psychological Associations for the Advancement of Ethnic Minority Interests. (2009). *Psychology education and training from culture-specific and multiracial perspectives: Critical issues and recommendations*. Washington, DC: American Psychological Association.
- Crethar, H. C., Torres Rivera, E., & Nash, S. (2008). In search of common threads: Linking multicultural, feminist, and social justice counseling paradigms. *Journal of Counseling & Development, 86*, 269-278.
- Ford, D. Y., Harris III, J. J., & Schuerger, J. M. (1993). Racial identity development among gifted black students: Counseling issues and concerns. *Journal of Counseling & Development, 71*, 409-417.
- Governor's Council on Disabilities and Special Education. (1998). A study of the impact of deinstitutionalization on the former residents of harborview developmental center. State of Alaska Department of Health and Social Services. Retrieved from: <http://dhss.alaska.gov/gcdse/Documents/Publications/Harborview.pdf>
- Guidelines for Psychological Practice with Older Adults. (2014). *American Psychologist, 69*(1), 34-65. doi:10.1037/a0035063
- Hargrow, A. M. (2001). Racial identity development: The case of Mr. X, an African American. *Journal of Mental Health Counseling, 23*, 222-237.
- Hays, P. A. (1996). Addressing the complexities of culture and gender in counseling. *Journal of Counseling & Development, 74*, 332-338.
- Hillman, J., & Hinrichsen, G. A. (2014). Promoting an Affirming, Competent Practice with Older Lesbian and Gay Adults. *Professional Psychology: Research & Practice, 45*(4), 269-277. doi:10.1037/a0037172
- Marston, D. (2013). Neurobehavioral effects of poverty. American Psychological Association. Retrieved from: <http://www.apa.org/pi/ses/resources/indicator/2013/01/poverty-behaviors.aspx>
- Moane, G. (2010). Sociopolitical development and political activism: Synergies between feminist and liberation psychology. *Psychology of Women Quarterly, 34*, 521-529.

- The Multicultural Counseling Competencies Revisions Committee. (2015). Multicultural and Social Justice Counseling Competencies. Retrieved from <https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>
- Nadal, K. L. (2014). A guide to responding to microaggressions. *Cuny Forum*, 2(1), 71-76. Retrieved from: [https://advancingjusticela.org/sites/default/files/ELAMICRO%20A\\_Guide\\_to\\_Responding\\_to\\_Microaggressions.pdf](https://advancingjusticela.org/sites/default/files/ELAMICRO%20A_Guide_to_Responding_to_Microaggressions.pdf)
- Norredam, M., Jensen, M., & Ekstrøm, M. (2011). Psychotic symptoms in refugees diagnosed with PTSD: A series of case reports. *Nord J Psychiatry*, 65, 283-288.
- Rumberger, R. (2013). Poverty and high school dropouts: The impact of family and community poverty on high school dropouts. *American Psychological Association*. Retrieved from: <http://www.apa.org/pi/ses/resources/indicator/2013/05/poverty-dropouts.aspx>
- Sharaby, R., & Cirurel, I. (2011). Both Ethiopians and Israelis: Veteran immigrants instruct new immigrants. *Women's Studies International Forum*, 34, 490-497.
- Substance Abuse and Mental Health Services Administration. (n.d.) What immigrants and refugees need to know about the Affordable Care Act (ACA). Retrieved from [http://www.samhsa.gov/sites/default/files/immigrants-refugees-affordable-care-act\\_0.pdf](http://www.samhsa.gov/sites/default/files/immigrants-refugees-affordable-care-act_0.pdf)
- Van Den Tillaart, S., Kurtz, D., & Cash, P. (2009). Powerlessness, marginalized identity, and silencing of health concerns: Voiced realities of women living with a mental health diagnosis. *International Journal of Mental Health Nursing*, 18, 153-163.

**Please note:** All required readings are in the dated file folders under the Session Resources section of Blackboard or available from the Rasmuson Library.

### **Required Audio/Video Materials:**

- Lampel, B. (2009). *Fighting ageism* [Video file]. St. Paul, MN: Twin Cities Public Television. Retrieved from: <http://www.pbs.org/lifepart2/watch/season-2/fighting-ageism>
- Neumann, J. (2012). *Poor kids* [Video file]. Frontline. Public Broadcasting System. Retrieved from: <http://www.pbs.org/wgbh/frontline/film/poor-kids/>
- Project Jukebox. Harborview Developmental Center. University of Alaska Fairbanks Oral History Program. Elmer E. Rasmuson Library. Retrieved from: <https://jukebox.uaf.edu/site7/things-themes/harborview-developmental-center>
- Shields, K. R. (2013, April, 28). Imagine a world where being "gay" the norm & being "straight" would be the minority! [Video file]. Retrieved from: <https://www.youtube.com/watch?v=CnOJgDW0gPI>
- Thomas, A. (2006). *Middle sexes: Redefining he and she* [Motion picture]. United States: Home Box Office.
- Tickell, P. (2007). *Racism, a history* [Motion picture]. Harlow, Essex: British Broadcasting Company.
- Wah, L. M. (1994). *The color of fear* [Motion picture]. United States: Stirfry Seminars and Consulting.

**Please see Blackboard under course materials for additional weekly video requirements.**

### **Distance Students – Supervision Assist Zoom Videoconferencing Software:**

In the beginning, students will connect to class using Secure Video with a HIPAA compliant Zoom platform embedded. Once we have everyone online through Supervision Assist (SA) platform, we will switch over to Supervision Assist Zoom.

Distance Learners: If you are a distance learner or you find yourself having to attend class remotely for some unanticipated reason, please be sure to be hardwired to your Internet connection and in a secured location where you can speaK freely without interruptions or compromising client/student information. As professionals, we are expected to safeguard clinical information and information our peers may share with us. Please be sure that your environment is free of distractions and professional. Be sure no one can overhear or oversee you, your classmates, or any client/student Private Health Information. Unsecured, public WiFi is not allowed.

**Please ensure you are in a quiet and private location when attending class**

**Learning Format:** Facilitating a quality professional development experience for each student is a primary aspiration of the instructor. Every effort will be made to create a learning environment that is safe, nurturing, and challenging. Learning experiences will occur in way that encourages collaboration between all members of the class. Students will be encouraged to take risks; own both their strengths and growing edges; and critically and professionally analyze course materials, classroom experiences, and the overall process of becoming a counselor working in multicultural settings. Considerable time and effort have been invested in creating course assignments and activities to assist students with achieving their desired goals of becoming competent counseling professionals. The instructor's approach to fostering student competency is one that offers every student the support of their instructor and peers to successfully complete course assignments and activities. Completion of required coursework will provide each student with ample opportunities to demonstrate their professional development as an emerging counselor.

**Course Delivery Format:** Seminar, lecture, student presentations, and large and small group discussion formats will be utilized in this course. It will be delivered simultaneously as a videoconference course. Audio conference will be used as a last resort.

**Course Requirements:**

- Attend **ALL** weekly classes.
- Students are expected to participate in and prepare for class discussions by completing the required readings/activities prior to class.
- Adherence to both the American Counseling Association's and the American School Counselor Association's codes of ethical behavior and standards of practice, as well as the Alaska School Counselor Association's School Counselor Performance Standards is required of students.
- Students are required to keep any personal information or views shared in class or on Blackboard confidential. Instructors do keep information confidential, but there may be times that other teaching professionals may be consulted if deemed necessary.
- Students should practice thoughtful, considerate, and respectful communication in all interactions with your fellow students and faculty members. Students are expected to communicate in a timely manner any questions, concerns, conflicts, or needs to the appropriate supervisory personnel. Students are expected to demonstrate teamwork, mutual respect, leadership, and openness to feedback.
- Students are expected to complete all written course assignments and presentations on time; likewise, all evaluation materials are to be completed and turned in to the course instructor on the final class session.

**Course Evaluation:** Students will be evaluated on the following (list of assignments and grading criteria):

1. **4 Online Learning Activities:**
  - 60 points: 15 points per week/activity

Four weeks have been designated for students to complete an independent online learning assignment by Friday night. Assignments will vary week to week but will include watching online videos, reading articles, and/or completing exercises. After each activity, students will be required to generate a response to it on a Blog. Responses should be written in an academic and professional voice and contain between **250-300 words**. **At least 2 concepts from course materials** must be tied-into the response and cited in APA format. The assignment will be due by --- 11:59 p.m. each week that there is one (i.e., Online Learning Activity #1 will be assigned on --- and due by --- at 11:59 p.m.).

2. **Quizzes and Discussion Boards will be available for each class:**
  - 90 points: 5 points per quiz (Total of 9 Quizzes); 5 points per discussion board (Total of 9 Discussion Boards)

Quizzes and Discussion Board Forums will be administered via Blackboard. They will cover readings that will be discussed during class for that week. **Discussions must be completed --- by 11:59 p.m. and Quizzes must be completed by --- 11:59 p.m. prior to class instruction.** Students should complete a **total of 9 out of 11 quizzes** and **9 out of 12 Discussion Boards** postings or responses.

Students may generate a **250-300-word post** to a selected discussion question **or** create a **250-300-word response** to a classmate's post. Writing in an academic and professional voice and demonstrating a unique integration and synthesis of course material is required. Cite all sources in APA format.

3. **APA Formatted Personal Perspective Paper:** The purpose of this paper is two-fold.
  - 90 points: 25 points for Part 1; 15 points for peer review; 50 points for final paper with Part 1 & Part 2.
    - a. **Part 1:** Examine your development as an ethnic and cultural person. Your task is to openly explore your attitudes, beliefs, values, thoughts and actions in relation to self and others both within and outside of your ethnic group. Draw upon a model for Minority or White Identity Development. Thoroughly examine how this model explains your personal experience, where you are in terms of your development; components that maybe missing from this model to describe completely your personal ethnic journey; and how you see your ethnic identity informing your professional identity as a future counselor. This portion of your paper needs to be 7-8 pages in length plus title and reference pages. Please cite and reference identity development source appropriately and include citations and references of at least 2 peer reviewed journal articles about the model you are using in addition to your textbook. This portion of your paper should be written from the 1<sup>st</sup> person perspective. Please submit Part 1 to your instructor on Blackboard.
    - b. **Part 2:** This portion of your paper requires you to consider what a counselor or therapist would need to know about you, your cultural identity, acculturation/enculturation status, and your cultural background in order to provide effective and culturally competent services and/or supervision to you. Please

- approach this portion of your paper as if you are writing a professional book chapter about your cultural group for counseling professionals to reference in order to serve or supervise you or someone with a similar background. This portion of your paper should be between 11-12 pages not counting the title page or references pages. Between 8 and 12 credible, peer-reviewed sources must be cited and referenced appropriately for this portion of your paper. This portion of your paper will be **reviewed by a peer for feedback** prior to submitting the final paper to the instructor. Part 2 should be written in an academic 3<sup>rd</sup> person voice.
- c. Peer Review: You will be assigned a partner with whom you will share Part 2 of your paper for feedback and editing. Edit your peer's paper using Microsoft Word comments, track changes, strikethrough, or colored type font. Once you edit your peer's paper, please send the edited paper back to your peer via email and upload it to Blackboard so the instructor may review your edits and award credit for your work.
  - d. Using APA format (1-inch margins, Times New Roman style font, and size 12 font), include a title page, running head, page numbers, headings, subheadings, citations, and reference pages. The final paper should include: Title page, part 1, part 2, and reference pages. Please submit your final paper to your instructor on Blackboard.

4. Eduardo Duran's *Healing the Soul Wound* Discussion Board:

- 85 points: 15 points per posting (total of 3 postings); 10 points per response (total of 4 responses)

Using the Duran book, *Healing the Soul Wound*, students will participate in the creation of a thought-provoking discussion forum. This assignment is two-fold.

- a. Part 1: The book will be broken into 4 sections. For 3 of the 4 sections, students are to create a posting on the discussion board that highlights **2 topics of interest** from that section of the book. The topics can be points you found interesting, ideas with which you agree/disagree, and/or areas that sparked an emotional/intellectual response from you. You will need to integrate at least **2 concepts from the textbooks or other assigned readings, and 1 credible source outside of course materials** in your postings.

Potential themes to address include: Liberation Psychology, Place Psychology, Acculturation, Forced Acculturation, Assimilation, Enculturation, and Social Justice. Please **cite ALL sources in APA format** in the text of your posting. References are only required for outside sources that are not assigned readings or textbooks and should appear at the bottom of your posting.

The posting needs to address **1 impression of how your experience and synthesis of this reading will help inform your work** as a counselor. At the end of the posting, but prior to listed references, students will need to offer **1 discussion question or thought-provoking statement** to guide Part 2 of this assignment.

Postings should be well-written and organized. They can be written from the 1<sup>st</sup> person perspective. Responses should contain between **325-450 words**. Assessment of postings and responses will be based on addressing the items described above, quality of writing, and thoughtful analysis of the material.

#### BRIEF BREAKDOWN OF REQUIRED ELEMENTS OF A POSTING

- 2 topics of interest from the assigned section of reading
- 2 concepts from course readings tied-in to your analysis of the topics of interest to you (cited, in text).
- 1 concept from an outside and credible source that is integrated into your analysis.
- 1 impression of how this reading will inform your work as a counselor
- 1 question or thought-provoking statement
- References for sources that come from outside assigned course readings

BREAKDOWN OF READING FROM HEALING THE SOUL WOUND

- Section 1: pages ix-38
- Section 2: pages 39-78
- Section 3: pages 79-111
- Section 4: pages 112-138

- b. Part 2: Once the postings are completed, the discussion forum will be open allowing students to generate responses to the questions and thought-provoking ideas posed in the postings. During this response window, students will be asked to **respond to at least 4 postings**. Responses need to be insightful, well-written, and demonstrate your synthesis of course material.

Please integrate and cite course material or credible outside sources at least 1 time in the response. Be sure to provide a reference outside sources. Each response needs to be approximately 100-150 words. **Submit a response each respective Sunday by 11:59pm that the readings are assigned.**

5. Presentations:

- 90 points: 15 points for outline; 60 points for presentation; 15 points for feedback to other presenters

During this class, we will be exploring specific cultures and appropriate counseling strategies. You will be assigned to teach peers about a chosen cultural group. Topics to be covered in your presentation:

- Characteristics and strengths;
- Specific challenges; and
- Implications for clinical practice.

The presentation should cover material from the assigned reading for the selected cultural group; however, you will also need to incorporate other peer-reviewed literature into this presentation. In addition to assigned readings, 10 peer-reviewed sources are required for this presentation. The presentation must include a visual aid such as PowerPoint or Prezi. The presentation should be 30-45 minutes long with an additional 15 minutes of discussion planned either throughout or at the end of the presentation. The presentation needs to be engaging and involve audience participation. The entire presentation **should last at least 45 minutes and not exceed 60 minutes**.

Please post your presentation materials on the Blog set up for your cultural group by 12:00 p.m. the day of your presentation. This process will allow the instructor and students to download your presentation prior to class at 4:30 p.m.

Students will be required to post comments, feedback, and questions for each presentation directly on that presenter’s Blog. Presenters are expected to answer questions posted following their presentation.

You must submit a **detailed outline** of the information that will be presented. Ensure citations are included throughout the outline. The outline should be approximately 3-4 pages (type-written, single spaced, and size 12 Times New Roman font). Please include the learning objectives, discussion questions, and/or activities you plan to cover during the presentation. Please attach an APA formatted reference page that details the sources that will be used in the presentation. Reference assigned readings in addition to outside, peer-reviewed sources. **Submit each respective section of the paper by Sunday 11:59pm on the week that each part is due.**

6. Final exam:
  - 95 points

The final will cover the assigned readings, lecture material, class discussions, and Information gained from speakers, videos, class presentations, and discussion boards. Late exams will not be accepted. This exam will be administered through Blackboard.

**Grades:**

**Your course grade will be determined by the following point system:**

Online Learning Activities (4 @ 15 pts.)	60 points
Quizzes (9 at 5 pts.)	45 points
Discussion Board Posts (9 @ 5 pts.)	45 points
Personal Objectives Paper	90 points
Healing the Soul Wound Discussion Board	85 points
Presentation	80 points
Final Exam	95 points
<b>Total</b>	<b>500 points</b>

Grading Scale	
465 points and up (93%)	A
450-464.9 points (90-92.9%)	A-
440-449.9 points (88-89.8%)	B+
415-439.9 points (83-87.9%)	B
400-414.9 points (80-82.9%)	B-
390-399.9 points (78-79.9%)	C+
365-389.9 points (73-77.9%)	C
340-359.9 points (68-69.9%)	D+
315-339.9 points (63-67.9%)	D
300-314.4 points (60-62.9%)	D-
Less than 300 points	F

**Course Policies:**

Students are required to obtain a university-issued username for both email and Blackboard. If the university server is not your primary email address, you are expected to set it up so that all emails are forwarded from the university server account. Additionally, students are required to access Blackboard regularly for announcements, documents, and other postings.

Students are expected to be fully present during class, just as you would be fully present for your clients in the future. Therefore, please reserve the sending and receiving of information through texting, e-mailing, etc. for break time or before and after class. If you need to have your phone on during class, please put it on the vibrate setting. If you are participating by distance during this course, please be sure that you are in an environment that is private, quiet, and free from

distractions. Please do not multi-task during class whether you are participating in-person or distally.

Students must abide by academic integrity standards as outlined in the Student Code of Conduct found in the UAF Catalog: Academic and Regulations Chapter. The principles of the student code are designed to encourage communication, foster academic integrity and defend freedoms of inquiry, discussion, and expression across the university community. The UAF Code of Conduct can be found online at

[http://www.uaf.edu/catalog/current/academics/regs3.html#Student\\_Conduct](http://www.uaf.edu/catalog/current/academics/regs3.html#Student_Conduct)

In this course, if it is found that a student has knowingly plagiarized they may receive a failing grade for the course. Remember to use proper citation to avoid plagiarism.

All papers need to be word-processed, double-spaced, and include a list of references where applicable. Papers are expected to be well-written, well thought out, and be grammatically correct.

Unless stated otherwise, writing should conform to APA style utilizing the 6<sup>th</sup> edition of the APA Manual, including citations and references. Poorly written papers will receive lower grades.

### **Missing Class Make-Up Assignment**

Attend ALL weekly classes. Graduate seminars require a high level of personal involvement, accountability, and integrity. Thus, regular attendance is expected as part of your professional development. For ONE excused absence, students may be extended an opportunity to submit a thought paper (4-5 pages of text plus title and reference pages) that briefly summarizes and analyzes the week's course readings, discussion board postings, multimedia links, assignments, and handouts/PowerPoints from any in-class presentations. Citations and references are necessary. This APA formatted paper will be submitted to the instructor via Blackboard's Missing Class Make-Up Assignment Link, and it must be copied and pasted into a discussion board post—Missing Class Make-Up Assignment Discussion Board--for class members to read. The analysis needs to address how the information will be used to inform your work as a counselor. You will also lead a 30-45 minute discussion on a class topic or readings that need to be approved by your instructor. This make-up assignment may be provided only one (1) time, and it is due within seven (7) days of the missing class period. The second absence will result in a 5% reduction in the student's final grade. Only extenuating circumstance will permit a student to continue in the course if 3 or more absences occur. Absence does not relieve a student from the responsibility of completing all assignments prior to the due date, or for material presented in a missed class session.

**Disability Services:** Students with a physical or learning disability, who may need academic accommodations, should contact the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (907-474-5655) or e-mail ([uaf-disabilityservices@alaska.edu](mailto:uaf-disabilityservices@alaska.edu)). Once documentation of your disability is received, Disability Services will contact the instructor regarding the necessary accommodations.

**Support Services:** Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to

access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of \$12 per semester. Students who are not on the UAA or UAF campus should contact the Center for Distance Education for details regarding support services that are available via distance.

**Plagiarism.** Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, take great care to distinguish your own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.

*The University of Alaska Board of Regents (BOR) has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 907-474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 907-474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 907-474-7721.*

**Mandated Reporting.** If a faculty, staff or SOE student working in a school or clinical setting has reasonable cause to suspect that a child has suffered harm as a result of child abuse or neglect, the individual (student, staff, faculty) has the responsibility to make the report to the Alaska Office of Children's Services (OCS) hotline and is empowered to do so. Should the individual desire the support and assistance of the program lead/department head and/or SOE director in making the report, these individuals are available to assist with fulfilling the requirements of mandatory reporting (see <http://dhss.alaska.gov/ocs/Pages/childrensjustice/reporting/report.aspx>)

The SOE program lead/department head and SOE director will be available to the mandatory reporter before, during, and following the report, for support and assistance as required. Mandatory reporters should report the incident to their respective program lead or department head, who will in turn report the incident to the SOE director. Mandatory reporting of suspected child abuse or neglect must be reported immediately, which means as soon as reasonably possible, and no later than within 24 hours.

State law ([A.S. 47.17.020](#)) requires that persons who are mandatory reporters who, in the performance of their occupational duties have reasonable cause to suspect that a child has suffered harm as a result of child abuse or neglect, shall immediately report the harm. [A.S. 47.17.290](#) defines "reasonable cause to suspect" as "based on all the facts and circumstances known to the person that would lead a reasonable person to believe that something might be the case." It is not your responsibility to determine if the information you receive is accurate or whether the child is a reliable source. It does not matter how long ago the act happened, where it happened, or whether or not you believe it happened.

**“Who do I call?”**

If you suspect a child was abused or neglected, immediately contact the Office of Children's Services (OCS) hotline. You can call at any time, any day of the week.

**Care enough to call: 1-800-478-4444**

**Email: [reportchildabuse@alaska.gov](mailto:reportchildabuse@alaska.gov)**

**or Fax: 907-269-3939**

If you are unable to reach OCS, you must contact the law enforcement agency responsible for your area. If you live in an urban area with municipal police department, the responsible agency would be the municipal police department. If you live in an area covered only by Alaska State Troopers, they would be the responsible agency. If you live in a village with Village Public Safety Officers (VPSOs) and Village Police Officers (VPOs), you should contact both the local law enforcement (VPSO and VPOs) and the Troopers covering your village.

**In an emergency situation where the child is facing an immediate danger, you should call 911, and take whatever actions you can without putting yourself at risk of harm to make the child safe until authorities take over.**

## Class Schedule, Required Readings, Assignment Due Dates

*Additional work may be assigned to meet course requirements.*

Class Date	Class Content	Readings	Assignments	CACREP 2016 Standards
1	Course Overview Syllabus Class Discussion Multicultural Introduction	Micro Ch. 1, 10, & 11 Syllabus Sue & Sue Ch. 1-4 Multicultural Counseling Competencies (2015)	Blackboard Discussion Board and Quiz Due	f.2.c; f.1.d; f.1.e; f.2.a; f.2.b; f.2.d; f.2.d.; f.2.e; f.2.f; f.2.g; f.2.h; f.4.d; f.4.g; f.5.f; f.5.k; CMHC c.2.j; SC g.2.a
2	Online Activity: History of Racism	Tickell, P. (2007) (3-part series)	<b>Online Learning Activity 1</b>	f.1.d; f.1.e; f.2.a; f.2.b; f.2.d; f.2.d.; f.2.e; f.2.f; f.2.g; f.2.h; f.4.d; f.4.g; f.5.f; f.5.k; CMHC c.2.j; SC g.2.a
3	Political and Practice Practice Dimensions	Sue & Sue Ch. 5-9 Micro Ch. 2-3 Bartoli, E., & Pyati, A. (2009); Hays, P. A. (1996)	Blackboard Discussion Board and Quiz Due  <b>Outline and APA References for Presentation Due</b>	f.1.d; f.1.e; f.2.a; f.2.b; f.2.d; f.2.d.; f.2.e; f.2.f; f.2.g; f.2.h; f.4.d; f.4.g; f.5.f; f.5.k; CMHC c.2.j; SC g.2.a
4	Online Activity: Uncovering Personal Biases, Discrimination, Prejudices, and Racism	Wah, L.M. (1994) Project Implicit Color of Fear documentary	<b>Online Learning Activity 2</b>	f.1.d; f.1.e; f.2.a; f.2.b; f.2.d; f.2.d.; f.2.e; f.2.f; f.2.g; f.2.h; f.4.d; f.4.g; f.5.f; f.5.k; CMHC c.2.j; SC g.2.a
5	Worldview American Indian/Alaska Native peoples	Sue & Sue Ch 10-13, 15 Micro Ch 4, 6 Duran pp. ix-38 Micro Ch 6	Blackboard Discussion Board and Quiz Due  <b>Healing the Soul Wound Discussion Board (DB) Posting 1</b> Presentation 1	f.1.d; f.1.e; f.2.a; f.2.b; f.2.d; f.2.d.; f.2.e; f.2.f; f.2.g; f.2.h; f.4.d; f.4.g; f.5.f; f.5.k; CMHC c.2.j; SC g.2.a
6	Online Activity: Understanding, working with, and advocating for clients identifying as transgendered or gay.	ACA, (2003); ALGBTIC, (2009); Shields, K.R. (2013); Thomas, A. (2006); Duran pp. 39-78	<b>Online Learning Activity 3</b>  <i>Healing the Soul Wound DB Posting 2</i>	f.1.d; f.1.e; f.2.a; f.2.b; f.2.d; f.2.d.; f.2.e; f.2.f; f.2.g; f.2.h; f.4.d; f.4.g; f.5.f; f.5.k; CMHC c.2.j; SC g.2.a
7	African American people Asian American & Pacific Islander people	Sue & Sue Ch 14, 16 Micro Ch 5 Duran pp. 79-111 Hargrow, A. M. (2001) Ford, D. Y., Harris III, J. J., & Schuerger, J. M. (1993) Cheah, C. S. L., Leung, C. Y. Y., Zhou, N. (2013)	Presentation 2 and 3 <b>Healing the Soul Wound DB Posting 3</b> <b>Part 1 of Personal Perspective Paper is due</b>	f.1.e; f.2.a; f.2.b; f.2.d; f.2.d.; f.2.e; f.2.f; f.2.g; f.2.h
8	Hispanic/Latinx people	Sue & Sue Ch 17 Micro Ch 7 Duran pp. 112-138	Presentation 4 and 5  Blackboard Discussion Board and Quiz Due	f.1.d; f.1.e; f.2.a; f.2.b; f.2.d; f.2.d.; f.2.e; f.2.f; f.2.g; f.2.h; f.4.d; f.4.g;

			<b>Healing the Soul Wound DB Posting</b>	<i>f.5.f; f.5.k; CMHC c.2.j; SC g.2.a</i>
9 7/15	Individuals of Multiracial Descent & Immigrants & Refugees	Sue & Sue Ch 18, 2 Micro Ch 10 Council of National Psychological Associations for the Advancement of Ethnic Minority Interests. (2009). Berry, J. Q., Phinney, J. S., Sam, D. L., Vedder, P. (2006) Sharaby, R., & Cirurel, I. (2011) Substance Abuse and Mental Health Services Administration. (n.d.) American Psychological Association. (2010) Norredam, M., Jensen, M., & Ekstrøm, M. (2011)	Presentation 6 and 7  Blackboard Discussion Board and Quiz Due  <b>Part 2 of Personal Perspectives Paper to Peer for editing</b>  <b>Complete 4 Responses to Healing the Soul Wound DB posts</b>	<i>f.1.d; f.1.e; f.2.a; f.2.b; f.2.d; f.2.d.; f.2.e; f.2.f; f.2.g; f.2.h; f.4.d; f.4.g; f.5.f; f.5.k; CMHC c.2.j; SC g.2.a</i>
10	Muslim and Jewish people Spirituality	Sue & Sue Arab, Ch 19 & 21; Micro Ch 12 Crethar, H. C., Torres Rivera, E., & Nash, S. (2008) Barnett, J. E., & Johnson, W. B. (2011)	Presentation 8 and 9  Blackboard Discussion Board and Quiz Due  <b>Return edited Part 2 of Peer's Paper</b>	<i>f.1.d; f.1.e; f.2.a; f.2.b; f.2.d; f.2.d.; f.2.e; f.2.f; f.2.g; f.2.h; f.4.d; f.4.g; f.5.f; f.5.k; CMHC c.2.j; SC g.2.a</i>
11	LGBTQ & Women	Sue & Sue Ch 22 & 24 Micro Ch 8-9 Moane, G. (2010) Carlson, B. E., Stromwall, L. K., & Lietz, C. A. (2013) Colon-Gonzalez, M. C.... M. M., Perry, A. N., Chuang, C. H. (2013) Van Den Tillaart, S., Kurtz, D., & Cash, P. (2009) Barrow, S. W.... & Pratt, C. (2014)	Presentation 10 and 11  Blackboard Discussion Board and Quiz Due <b>Final Paper Due</b>	<i>f.1.d; f.1.e; f.2.a; f.2.b; f.2.d; f.2.d.; f.2.e; f.2.f; f.2.g; f.2.h; f.4.d; f.4.g; f.5.f; f.5.k; CMHC c.2.j; SC g.2.a</i>
12	Online Learning Activity: Deinstitutionalization in Alaska for People with Disabilities; Ageism and Older Adults; People Living in Poverty	Clay, 2015; Governor's Council . . . (1998); Guidelines for practicing with older adults, 2014; Hillman & Hinrichsen, 2014; Lampel, 2009; Project Jukebox: Harborview; Marston, 2013; Neumann, 2012. Rumberger, 2013.	<b>Final Exam Due</b> <b>Online Learning Activity</b>	<i>f.1.d; f.1.e; f.2.a; f.2.b; f.2.c; f.2.d; f.2.d.; f.2.e; f.2.f; f.2.g; f.2.h; f.4.d; f.4.g; f.5.f; f.5.k CMHC c.2.j; SC g.2.a</i>

<b>Evaluation Component</b>	<b>CACREP 2016 Standard Assessed</b>
Online Learning Activities (4)	<i>f.1.d; f.1.e; f.2.a; f.2.b; f.2.d; f.2.d.; f.2.e; f.2.f; f.2.g; f.2.h; f.4.d; f.4.g; f.5.f; f.5.k; CMHC c.2.j; SC g.2.a</i>
Weekly Quizzes (9)	<i>f.1.d; f.1.e; f.2.a; f.2.b; f.2.d; f.2.d.; f.2.e; f.2.f; f.2.g; f.2.h; f.4.d; f.4.g; f.5.f; f.5.k; CMHC c.2.j; SC g.2.a</i>
Weekly Discussion Board Posts (9)	<i>f.1.d; f.1.e; f.2.a; f.2.b; f.2.d; f.2.d.; f.2.e; f.2.f; f.2.g; f.2.h; f.4.d; f.4.g; f.5.f; f.5.k; CMHC c.2.j; SC g.2.a</i>
Personal Objectives Paper	<i>f.1.d; f.1.e; f.2.a; f.2.b; f.2.c; f.2.d; f.2.d.; f.2.e; f.2.f; f.2.g; f.2.h; f.3.h; f.5.d; f.5.f; f.5.k; CMHC c.2.j; SC g.2.a</i>
Healing the Soul Wound Discussion Board	<i>f.1.e; f.2.a; f.2.b; f.2.d; f.2.d.; f.2.e; f.2.f; f.2.g; f.2.h</i>
Presentation	<i>f.1.e; f.2.a; f.2.b; f.2.d; f.2.d.; f.2.e; f.2.f; f.2.g; f.2.h; f.5.k; CMHC c.2.j; SC g.2.a</i>
Final Exam	<i>f.1.d; f.1.e; f.2.a; f.2.b; f.2.c; f.2.d; f.2.d.; f.2.e; f.2.f; f.2.g; f.2.h; f.4.d; f.4.g; f.5.f; f.5.k; CMHC c.2.j; SC g.2.a</i>

Attendance and Participation

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>ATTENDANCE</b>	Is often late for class and leaves early without prior arrangement.	Misses no more than one class without prior arrangement. Is never late and does not leave early without prior arrangement.	Attends all classes. No missed classes without prior arrangement.	Attends all classes. No missed classes without prior arrangement. Engages other students before and after class and during breaks.
<b>LARGE GROUP PARTICIPATION</b>	Does not ask questions or make comments that indicate familiarity with class topics.	Rarely asks questions or makes comments that indicate familiarity with the class topics.	Occasionally asks questions or makes comments that indicate reflection and familiarity with the class topics.	Regularly asks questions or makes observations that indicate reflection and familiarity with the class topics.
<b>SMALL GROUP PARTICIPATION</b>	Does not participate actively in small groups.	Rarely participates actively in small groups.	Participates in small groups.	Actively participates in small groups and is adequately prepared to discuss the class topics.
<b>BLACKBOARD PARTICIPATION</b>	Does not open Blackboard to access information.	Rarely opens Blackboard to access information.	Regularly uses Blackboard to enhance the classroom experience.	Actively uses Blackboard to enhance the classroom experience.

Papers and Critiques

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
CLARITY	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized.
GRAMMAR	The paper has many grammatical errors. The errors interfere with comprehension.	The paper has a number of major grammatical errors. Some of the errors interfere with comprehension.	The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.	The paper has no major grammatical errors.
AUDIENCE	There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.	Many parts of the paper include colloquial expressions, the use of first person, etc.	The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.	The paper is written for scholar/practitioners.
COMPLETENESS	The paper does not address all the areas required by the assignment.	The paper addresses most of the areas required by the assignment.	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment in an engaging manner.
CONCISENESS	The paper presents a significant amount of irrelevant information.	The paper contains some irrelevant information.	The paper contains irrelevant information but the information does not significantly compromise the paper.	The paper has no irrelevant information.
APA FORMATTING	The paper has many departures from the APA Publication Manual, 6 <sup>th</sup> Edition.	The paper has some departures from the APA Publication Manual.	The paper has a small number of departures from the APA Publication Manual.	The paper is written in accordance with the APA Publication Manual.

Class Presentations

	Unsatisfactory	Basic	Proficient	Distinguished
<b>KNOWLEDGE OF MATERIAL</b>	The presenters appear to lack a basic understanding of the topic.	The presenters have a basic understanding of the topic.	The presenters have a very good understanding of the topic.	The presenters have an excellent understanding of the topic and include extra information in the presentation.
<b>AUDIENCE ENGAGEMENT</b>	The audience is not engaged and appears bored during the presentation.	The audience is minimally engaged, paying attention at times and not paying attention at other times.	The audience is engaged throughout the presentation.	The audience is actively engaged and appears to enjoy the presentation.
<b>PRESENTER PARTICIPATION</b>	Some members of the presentation team do not appear to participate.	All members of the presentation team participate, but some are not as involved as others.	All member of the presentation team participate equally.	All members of the presentation team present equally and the members appear to work as a team.
<b>USE OF TEACHING TOOLS</b>	Only one teaching tool is used.	More than one teaching tool is used but there is a lack of cohesion between the two tools.	Two or more teaching tools are used together effectively.	Two or more teaching tools are used together with a high level of audience response.