1. **Course Designation and Identifier**

1.1 Adler Graduate School  
1.2 Course number 523  
1.3 Multicultural counseling  
1.3 Three (3) credits  
1.4 Prerequisite: None

2. **Course Description**

This course provides a comprehensive overview of the psychology of multicultural counseling. The cultural context of relationships, issues and trends in a multicultural society, theories of multicultural counseling, and the development of a cultural identity are explored in this course. Ethnocentrism, acculturation, communications patterns, racial conditioning and micro-aggression are discussed. An emphasis is placed on implications for counseling in a culturally diverse society.

Discussions that are facilitated in this course are intended to widen the lens through which students view other cultures and to provide students with a series of hypotheses that can be accepted or discarded according to one’s personal and/or professional experience. Students will have an opportunity to explore their own attitudes, beliefs, understandings, acculturative experiences and other culturally supported traits and behaviors in the context of the professional roles to which they aspire.

The course is designed to increase students' cultural awareness by: 1) Challenging culturally biased assumptions; 2) Building a knowledge base concerning specific populations and service strategies/skills; 3) Identifying appropriate professional interventions based on cultural competency and accurate knowledge.

3. **Texts, Materials and Resources (required and optional)**

3.1 Required texts:

Sue, D.W., & Sue, D. (2012). *Counseling the culturally diverse: Theory and practice*  
3.2 Optional Texts


4. Competencies and Learning Outcomes

Students in this course will:

4.1 Learn and begin to apply theories of multicultural counseling, identity development, and social justice in the process of professional practice and building multicultural competencies in relation to diversity, equity, and opportunity in individual learning and development; create a conceptual cross-cultural therapeutic framework as applied to various facets of diversity, including race, ethnicity, age, gender, language, religion, sexual orientation, urban/rural status, level of abilities and education, and socio-economic status; study current literature that outlines theories, approaches, strategies and techniques that are effective in working with specific populations in mental health field (competencies met are 2a,2e).

4.2 Identify cross-cultural trends, from micro- to macro-level, and their impact on the dynamics of multicultural counseling occurring within and among various cultural groups, nationally and internationally; as well as cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of learning and employment (competencies met are 2a);

4.3 Be able to identify implications of internalized oppression, institutional racism, historical an current political climate regarding immigration, poverty, and welfare; public policies on different levels affecting quality and accessibility of mental health and educational services; ways in which educational and other organizational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of individuals and families; and define counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination;
4.4 Study attitudes, beliefs, understandings and acculturative experiences, multicultural counseling issues, and the impact of ability levels, stereotyping, family, SES, gender, sexual identity, and other aspects of multicultural society on various aspects of life, from interpersonal relations to academic and career achievement to counseling process; participate in specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients when dealing with racism, discrimination, sexism, power, privilege, and oppression, and their ability in creating effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling. (competencies met are 2b);

4.4 Plan individual, couple, family, group and community strategies for working with and advocating for the educational and employment experiences necessary to promote the academic, career, and personal/social development of individuals; for policies, programs, and services that enhance a positive interpersonal climate and are equitable and responsive to multicultural populations; learn to engage families to promote the academic, career, and personal/social development. (competencies met are 2c, 2f);

4.5 Evaluate personal and professional values and ethics as related to multicultural counseling and community advocacy; incorporate professional ethics in determining appropriate multicultural interventions. Attend to counselor roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body and counselor’s ability to identify community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development. (competencies met are 2d, 2f);

4.6 Demonstrate sensitivity to the unintended consequences of therapeutic processes that may oppress populations at risk, including issues of biases, overt oppression, and microaggression. Analyze the importance of culturally prescribed and culturally proscribed communication styles in a professional therapeutic environment (competencies met are 2b, 2d);

4.7 Evaluate competencies in multicultural counseling and develop a plan for growth; understand ethical responsibilities in providing mental health services for diverse populations in diverse society, including but limited by strategies in gathering and maintenance of community resources to make appropriate referrals. (competencies met are 2d,f);

5. Course Overview

5.1 AGS on-line courses have the same total duration as residential courses – 7 weeks (5 weeks of coursework plus two weeks for completing final assignments). You should expect to spend approximately 120 hours on all course-related activities. Your instructor will be actively available for all class activities and individual consultations for the duration of the coursework and as needed until final papers grades are submitted.

5.2 Your course instructor will respond to your questions or comments within 48 hours (barring unforeseen circumstances). You will be expected to observe the same response time—relying within 48 hours. During the class, your instructor will post specific office hours on your class webpage.

5.3 Please stay current in the class. Generally, you will be expected to complete reading assignments, submit at least two substantive postings per week (in response to the questions and/or tasks by your instructor), and – in some cases - engage in experiential activities, per syllabus. These expectations are very general, as you will find unique teaching style and specific expectations presented in each on-line class.
Although you will likely find that you have a lot of experience in the discussed topics, please remember that the most convincing position is the one supported by the most current and relevant research. You will find these sources in peer-reviewed journals. Use APA style and format requirements in referencing sources.

6. **Course Outline**

Unit 6.1

a) Administration (grades, assignments, attendance, miscellaneous issues)

b) Introductions and personal goals for course. First approach in assessment of personal and professional values and ethics as related to multicultural counseling and community advocacy;

c) Understanding culture, cultural similarities, and differences

d) A Fourth Force: Multiculturalism. Sociopolitical considerations in multicultural counseling, consulting, and education. Cross-cultural trends, from micro- to macro-level, and their impact on the dynamics of multicultural counseling occurring within and between various cultural groups

e) Research in cross-culturalism and cross-cultural psychotherapy outlining theories, approaches, strategies and techniques that are effective in working with specific populations in mental health field

*Reading:* Chapters 2, 3, & 4 of the required text

Unit 6.2

a) Others, Self, and the World: attitudes, beliefs, worldviews in Multicultural Counseling. The impact of ability levels, stereotyping, family, SES, gender, sexual identity, and other aspects of multicultural society on various aspects of life, from interpersonal relations to academic and career achievement to counseling process.

b) The debate on Microaggression in everyday life and psychotherapy

c) Bridges and Barriers: multicultural/ cross-cultural considerations in counseling, consulting, and education. Therapeutic use of multi-cultural communication, culturally prescribed and culturally proscribed communication styles in a professional therapeutic environment

*Reading:* Chapters 5, 6, 7 of the required text

Unit 6.3

1) Cultural competence in mental health. Counselor roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body and counselor’s ability to identify community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development

*Reading:* selected handouts in students’ folders
Unit 6.4

1) Multicultural theories on race and ethnicity in psychotherapy and counseling. Role of the theories in the process of professional practice and building multicultural competencies in relation to diversity, equity, and opportunity in individual learning and development; creating a conceptual cross-cultural therapeutic framework as applied to various facets of diversity, including race, ethnicity, language, and religion.

Reading: Chapters 10, 11, 13, & 14-22 of the required text.

Unit 6.5

1) Multicultural theories on race and ethnicity in psychotherapy and counseling. Role of the theories in the process of professional practice and building multicultural competencies in relation to diversity, equity, and opportunity in individual learning and development; creating a conceptual cross-cultural therapeutic framework as applied to various facets of diversity, including race, ethnicity, language, and religion.

Reading: Chapters 10, 11, 13, & 14-22 of the required text.

Unit 6.6

1) Multicultural theories on gender, sexual orientation in psychotherapy and counseling.

2) Culture of social class, education, and dwelling status

Role of the theories of multicultural identity development in the process of professional practice and building multicultural competencies in relation to gender, sexual orientation, social class, education, and dwelling status; creating a conceptual cross-cultural therapeutic framework as applied to these facets of diversity.

Reading: Chapters 23 & 25 of the required text.

Unit 6.7

1) Age and level of abilities in psychotherapy and counseling. Role of the theories of identity development and relevant learning theories in the process of professional practice and building multicultural competencies in relation to diversity of age and ability levels, equity, and opportunity in individual learning and development; creating a conceptual cross-cultural therapeutic framework as applied to age and ability level.

2) Cross-cultural considerations in educational institutions. Implications of internalized oppression, institutional racism, historical and current political climate regarding immigration, poverty, and welfare on diversity status in educational institutions; public policies on different levels affecting quality and accessibility of educational services; ways in which educational and other organizational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of individuals and families; and define counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination;

Reading: Chapters 24 & 26 of the required text; selected handouts.

Units 6.8

1) Multicultural Family Therapy
2) Ethical considerations in multicultural counseling. Personal and professional values and ethics as related to multicultural counseling and community advocacy

Reading: Chapters 8 and 9 of the required text

Unit 6.9

1) Adlerian Theory and Psychotherapy in Contemporary Multicultural Society. Closure and issues for future exploration

2) Cultural competence in mental health revisited.

Reading: Chapters 8 and 9 of the required text

7. Assessment/Evaluation Procedures
(Detailed descriptions of these assignments are available on Moodle)

7.1 Assignment Overview

7.2 Grading:

<table>
<thead>
<tr>
<th>Points</th>
<th>Interpretation</th>
<th>Grading Criteria</th>
</tr>
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<tbody>
<tr>
<td>4</td>
<td>Excellent</td>
<td>Comments a) are accurate and relevant; b) demonstrate original thinking; c) use appropriate scholarly support; d) are well written, with no significant grammar and punctuation errors and no violation of “netiquette”. Four point comments contribute substantially to the course discussions and stimulate additional thought and further discussions about the topic discussed in the particular unit.</td>
</tr>
<tr>
<td>3</td>
<td>Above Average</td>
<td>Comments lack at least one of the above qualities, but are above average overall, with regard to their content, and make a good contribution to our understanding of the issue being discussed.</td>
</tr>
<tr>
<td>2</td>
<td>Average</td>
<td>Comments lack two or three of the required qualities. Comments which are based upon personal opinion but not supported by scholarly research or personal experience and/or comments violating important netiquette rules often fall within this category.</td>
</tr>
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7.3 Upload assignments to the appropriate area of the AGS Moodle course page.

7.4 Original Forum Posting Submissions
Original posts are graded on a scale of 0-4 points. Responses posted after the deadline will not be graded. You can earn a maximum of 36 points in this required activity.
<table>
<thead>
<tr>
<th>1</th>
<th>Minimal</th>
<th>Comments present little or no new information, lack three or more of the above qualities. However, one point comments may provide important social presence and contribute to a collegial atmosphere.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Unacceptable</td>
<td>The comment lacks all four qualities or in violation of AGS academic integrity policy</td>
</tr>
</tbody>
</table>

7.5 Peer Responses

Peer responses can earn 1.0 point per each peer response (with the total of 2 points per unit, and a **maximum of 18 points per course**). Peer responses are graded on accuracy, relevance, presence of scholarly support, and delivery (including compliance with major grammar and punctuation rules and netiquette). Peer responses posted after deadline will be not be graded.

In these responses, you will a) bring another aspect to the discussion, add a new insight to already offered ideas; b) find additional scholarly support for your classmate’s position and demonstrate that you have done some good additional reading on the issue; c) reply to a group of your classmates by comparing or contrasting their stated positions, or probing, offering a counter-thought; and/or d) integrate your classmates’ observations into your original position (whether supportive or not).

In meeting at least one of the above (a-d) requirements, a good peer response will bring the discussion to an advanced level and will parallel what you might observe in a live scholarly debate. While offering a good challenge in your peer responses, please don’t forget that validation and respect are two integral rules in any scholarly conversation.

7.6 SPT Description, timeline (deadline), and assessment

We have learned concepts such as ethnocentricity and acculturation in this course, one of the best ways to understand a culture is by experience. Select a cultural group you may likely worked with in the counselling process and using a phenomenological approach try to experience what it feels like to be part of that culture. In a three to four page summary write of your experience using the following approach: 1) Explain what the experience was, 2) what did you learn about the culture? 3) How this experience prepared you to be a culturally competent Adlerian Counselor? Please think broad when defining culture.

The culmination of SPT will be a brief presentation delivered at the end of the class (see Moodle page for a deadline). The presentation can be delivered as a powerpoint (slideshow), a video production, or as a website. During the week six, the class will discuss the SPT projects.

You will earn maximum of 21 points in this class.

7.7 Final paper – 25 points

You are now well aware of diversity issues but have also been made aware of similarities that exist even in the face of culturally diversity. As a final project interview someone from a different cultural background. In this interview extrapolate the following information: Describe the individual cultural
identities. What’s the individual’s world view and how does this compare with your knowledge of the culture from which the individual originate? Identify your world view and compare and contrast with the individual’s world view. Which theoretical foundation best explains your and that individual’s world view? How will your knowledge of this culture enable you to be a culturally competent Adlerian Counselor? This paper should be about 8-12 pages, double-spaced, complete with bibliography APA style (the Publication Manual of the American Psychological Association, 6th edition. Ethical considerations dictate that clients are not used for this assignment and ensure that you exercise discretion in describing personal information that may identify the individual you are interviewing.

8. **On-Line Discussions or Activities**

Online classes provide an opportunity for open and insightful dialogue. As in any dialogue, these discussions demonstrate many facets of diversity, including diversity of values, opinions, and experiences. We view these differences as welcomed and needed attributes of a scholarly discussion. Acknowledgement of and respect for these differences is a sign of mature scholarly debate.

Following are guidelines governing on-line discussions:

8.1 Faculty members monitor discussions and intervene when requested or deemed necessary.

8.2 NEVER post to the courseroom content:
   - That is known to be illegal,
   - That is potentially harassing, threatening, or embarrassing,
   - That might be offensive and might be received as disrespectful in any way.
   - That is vulgar or sexually explicit

8.3 The tone of the exchange is one of respect for individual differences. If you disagree with an opinion expressed by a classmate or instructor, respond in a scholarly manner, arguing about the subject of discussion vs. the person who posted it.

8.4 Students are encouraged to not overuse exclamation marks!!!!!, CAPITAL LETTERS, or other marks of emotional reaction that may be received as yelling, etc.

8.5 On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.

8.6 During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion. Confidential client information is not appropriate in forum postings. Further, mental health related issues pertaining to you or your family members must be used with caution, if at all.

8.7 Be aware that some agency-specific information, such as descriptions of programs that have been developed or specialized treatment approaches, may potentially be a subject of copyright law. Although it is not always possible to know whether information is protected,
the minimum expectation is to always identify and credit the source of information.

8.8 If the expectations in professional communication or other expectations specific to unique nature of online scholarly activities are not met, the concerning issue will be addressed with involvement of Program Director (or Academic VP, if needed or determined by the PD as requiring higher level of intervention). A student or a faculty member may raise the issue.

8.9 Any off-list communication between student and faculty will be conducted through Moodle, or redirected to Moodle of a student starts it via conventional private e-mailing.

9. **Special Project Time (SPT)**

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience, requiring at least 30 hours to complete.

SPT specifics for this course are posted on Moodle.

10. **Writing Guidelines including APA Format**

10.1 All written assignments in courses at the Adler Graduate School, including those submitted in on-line courses, must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6th edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).

10.2 Strict APA publication rules in Online Peer Discussions might prove difficult, if not impossible, to maintain. Following the “letter” of the Manual (i.e., not using “I”, or passive voice, keeping proper margins, or complying with headings requirements) may be either difficult or counterproductive in forums such as peer discussions. However, it is still important to adhere to the “spirit” of the APA Manual (i.e., grammar, orderly presentation of ideas, reducing bias in language, and presenting scholarly statements and arguments).

10.3 Prior to submitting a response, please proofread carefully. Grammar and spelling errors may make your response difficult for other students to appreciate.

10.4 Please keep in mind that, while the internet offers a lot of exciting and up-to-date information, not all internet sources are considered scholarly. For example, Wikipedia is not an academically peer-reviewed source. Rather, it is an “anybody-reviewed” source and, therefore, can’t be used in presenting your argument in AGS classes-related tasks.

11. **Attendance and Participation Policy**

11.1 At the beginning of each course, please complete or update your student profile on Moodle and get familiar with your classmates and the instructor by visiting their profile information.
11.2 You are expected to attend all the course learning activities. In the AGS asynchronous on-line courses, you attend the class by complying with posting and other submission deadlines.

11.3 In most of the courses, you will have two deadlines per week during the five weeks of coursework. For each week, and in conjunction with online instruction and other learning activities, your course instructor will announce two discussion questions or topics corresponding with two of the units in the course outline. The questions will appear in Moodle each Monday morning at least two weeks in advance for the five weeks of coursework. You will have until Tuesday night (11:59 PM CST) for the first question and Friday night (11:59 PM CST) for the second question to submit your original response.

11.4 Your original response will be at least 350 words, with at least one scholarly reference. Through discussions supported by in-text citations and other references, your response will reflect critical thought related to the topic and specific assignments for that unit.

11.5 Typically, you will then have until Wednesday night (11:59 PM CST) and Saturday night (11:59 PM CST) to respond to at least two of your classmates’ postings for each question (four responses per week). These peer responses have to be substantive. In these responses, you will bring another aspect to the discussion, find additional scholarly support for your classmate’s position, reply to a group of your classmates by comparing or contrasting their stated positions, integrate your classmates’ observations into your original position. In sum, an ideal peer response will bring the discussion to an advanced level and will parallel what you might observe in a live scholarly debate. You will see occasional variations from that common practice, depending on specific needs in your classes. Your course instructor will provide you with more specific information.

11.6 You can post your peer responses at any time between Monday and Wednesday (for discussion topic One) and between Thursday and Saturday night (for discussion topic Two), but not before you post your original response. Your course instructor will acknowledge your participation and will grade the quality of it by responding to your original pasting, whether individually or in a summary format.

11.7 It is the AGS attendance policy that students have to attend at least 80% of the class sessions in order to be eligible for a letter grade. Online attendance is posting on time. Not complying with posting deadlines or not posting at all will be counted as a missed class.

12. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged.

As with other AGS courses, in this course, individual students must determine for themselves the level of personal disclosure/intimacy that is appropriate for them.

Faculty members and students do not disclose confidential, personally identifiable information concerning their clients, students, research participants, organizational clients, or other recipients of their services.
Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available on Moodle main page.

13. **Academic Integrity Policy**

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- **Cheating** - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

- **Fabrication** - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- **Facilitating academic dishonesty** - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- **Plagiarism** - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

14. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

15. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with you. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.
16. **Instructor Contact Information**

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Montego Bay  
Jamaica, W.I.  
1-876-453-5250

Date: May 27, 2013