

COUN 502: Multicultural Counseling
School of Health and Social Sciences

5 Credits
Effective Date: 1/1/2023
Grading Type: Decimal

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Faculty Name: [INSERT]

Contact Information: [INSERT]

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

This graduate-level course serves as an introduction to the theory, ethics, and practice of multicultural counseling. Students will examine the sociopolitical nature of counseling, the impact of counselor and systemic bias, the multiple dimensions of identity, and the goals of multicultural counseling competence. Students will develop competencies through exploration of their personal values and belief systems, factors of power and oppression, racial/cultural/gender/sexual orientation identity formation, and ethical practice. Methods of instruction primarily feature in-class face-to-face learning, with some asynchronous online activities.

Course Resources

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (2005). *Ethnicity & family therapy* (3rd ed.). The Guilford Press.

Ratts, M. J. & Pedersen, P. B. (2014). *Counseling for multiculturalism and social justice: Integration, theory, and application* (4th Ed.). Wiley.

American Counseling Association (2015). *Multicultural counseling and social justice counseling competencies*. Retrieved from: <https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th Ed). American Psychological Association.

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the Reading List link in your online course as well as from the library homepage (“Find Your Reading List” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Course Outcomes

This course will prepare students to:

- a. Appraise/assess their personal cultural identities to develop self-awareness of their attitudes, beliefs, knowledge, skills, and actions relative to their worldview. [Counselor Self-Awareness - Competency I]
- b. Contrast and increase awareness, knowledge, and skills regarding their own identity/worldview, privilege, and marginalization in relation to the lived experience of others. [Client Worldview - Competency II]
- c. Develop/increase awareness, knowledge, and skills on how privileged and marginalized statuses impact the counseling relationship. [Counseling Relationship - Competency III]
- d. Collaborate with peers to further develop awareness, knowledge, and skills for intervening and advocating with, and on behalf of others at the interpersonal, intrapersonal, institutional, community, public policy, and international/global levels. [Counseling and Advocacy Interventions - Competency IV]

[ACA Multicultural and Social Justice Competencies (2015) refer to the above link in the “resources” section]

Additional Information

Tevera

Students are expected to remain updated and keep their profiles and tasks current in the Tevera system. In each quarter and for each course in Bright Space, students should make sure that they have clicked the Tevera link for that course in the course shell. Students must complete all tasks in Tevera for each course prior to the end of each term. If there are issues with Tevera, students should follow the guidance in the “Help” section on the Tevera home page. If there are still difficulties, students may reach out to the instructor for further instructions. Students will be signing receipts of acknowledgment stating that they are both registered and trained in the use of the Tevera site. In order to get started, students should watch the most current [Tevera video orientation](#).

Methods of Instruction

This course may utilize a mixture of synchronous class sessions and digital delivery methods. Methods of instruction may include lecture, discussion, role plays, case study review and consultation, video and/or media review, panels or guest speakers, and other interactive activities. Additionally, engagement with Tevera, Zoom, and Brightspace will be required, including review of content and readings, discussion boards, video review, and submission of written work or presentations.

Program Learning Outcomes (PLOs)

1. Professional Counseling Orientation and Ethical Practice

Demonstrates understanding and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.

2. Social and Cultural Diversity

Collaborates with people of diverse ethnicity, culture, gender identity, sexual identity, physical ability, religious beliefs, and socioeconomic status through a lens of social justice and advocacy.

3. Human Growth and Development

Develops understanding and awareness into what impacts personal development through a lens of resiliency and wellness for clients across the lifespan.

4. Career Development

Demonstrates knowledge and working application of career development in counseling practice.

5. Counseling and Helping Relationships

Establishes and maintains effective counseling relationships and employs theoretically grounded counseling techniques.

6. Group Counseling and Group Work

Applies methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.

7. Assessment and Testing

Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/ neglect of vulnerable populations.

8. Research and Program Evaluation

Locates resources and critically evaluates research related to core areas of counseling to incorporate into clinical practice.

9. Social Justice

Demonstrates systemic understanding of the role of counselors in promoting social justice for the well-being of the greater community.

Specialty Areas:

10. Clinical Mental Health Counseling

Applies counseling theory to client presenting problems and diagnoses, including co-occurring disorders, with appropriate theoretical-based treatment planning and interventions for projected outcomes.

11. Marriage, Couple, and Family Counseling

Applies family systems theory to client(s) presenting problems and diagnoses, including co-occurring disorders, with appropriate theoretical-based treatment planning and interventions for projected outcomes.

12. Professional School Counseling

Demonstrates understanding and application of collaborative work with school and community resources to implement a K-12 comprehensive counseling program.

(Note: KPI-F: Formative/First Assessment, KPI-S: Summative/Second Assessment; where applicable)

Course Objectives Matrix

Course Activity/Assignment	COs	PLOs	CACREP Core	CACREP CMHC	CACREP MCFC	CACREP PSC
1. Assignment 1: Identity Self-Assessment	a, b, c	2 (KPI-F)	2.a., 2.b., 2.c., 2.d., 2.e., 2.f., 2.g., 5.f.	c.2.j	f.1.d, f.2.m	n/a
2. Assignment 2: Structured Interview and Report	a, b, c	2	1.e., 2.a., 2.b., 2.c., 2.d., 2.e., 2.f., 2.g., 5.f.	c.1.c, c.2.j, c.3.b	f.2.m	g.3.h
3. Assignment 3: Social Change Proposal	a, b, c, d	2	1.e., 2.a., 2.b., 2.c., 2.d., 2.e., 2.f., 2.g., 3.i., 5.f.	c.1.b, c.2.b, c.2.i, c.2.j, c.3.e	f.1.d, f.1.e, f.2.c, f.2.m, f.3.d	g.2.a, g.2.b
4. Required Readings & Class Activities	a, b, c, d	2	1.e., 2.a., 2.b., 2.c., 2.d., 2.e., 2.f., 2.g., 3.i., 5.f.	c.2.j	f.2.m, f.3.b	g.2.k

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current [University Catalog](#).

Grading rubrics with details on how each assignment will be graded are located under Assignments and/or in My Grades in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

CityU's Standard Graduate Rubric Scale

% of Grade	Graduate Percentage Scale	0.00 – 74.99%	75 – 81.99%	82 – 91.99%	92 – 100%
	Graduate Scaled Score	0.0 – 1.9	2.0 – 2.6	2.7 – 3.6	3.7 – 4.0
		Below Standard	Approaching Standard	At Standard	Exceeds Standard

Overview of Course Grading

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>Points</i>
Structured Interview and Report	250
Identity Self-Assessment	250
Social Change Proposal Presentation & Reflection	200
Discussion Board	200
Engagement	100
TOTAL	1000

Structured Interview and Report (250 points)

Understanding the impact of culture on the individual often requires direct exposure to people's life narratives. In this assignment, students conduct an interview with a person who belongs to a cultural group that is different from the student's own cultural affiliation/identity (could include race, significant age difference, sexual orientation/identity, gender identity/expression, religious/spiritual views, disability.) Students will ask the following questions in a semi-structured interview format:

- 1) What cultural identities are part of your identity and worldview?
- 2) How would you define the cultural groups to which you belong? (e.g., "In your own words, how do you define Jewish culture?" "What distinguishes Jewish culture from other cultures?")
- 3) How do your identities intersect in your life experience? To what extent do you consider yourself different than others with these identities? To what extent do you consider yourself influenced by cultural norms?
- 4) What aspects of your attitudes, beliefs, understandings, and acculturative experiences have emerged as a result of the intersections of your identity?
- 5) How have discrimination and oppression, such as racism, sexism, power, privilege, marginalization, and stereotypes, impacted your own life and career?
- 6) As a counselor, what cultural issues/dimensions should remain paramount as I grow/develop?

Following the interview, students will write a 3-5-page double-spaced paper adhering to APA Style formatting. **Be mindful to only use a pseudonym for the person whom you interviewed – never use third-party's real names to maintain confidentiality.** This paper is expected to include the following elements:

- 1) An introduction to the interview
- 2) A synthesis of the results of the interview
- 3) Theories of multicultural counseling, identity development, and social justice that could be applied to this person's life narrative

- 4) Personal reactions to the interview process.

This assignment is expected to adhere to APA Style formatting. The assignment is graded on evidence and support, organization and coherence, style and mechanics, and APA citations.

<i>Components</i>	<i>% of Grade</i>
Organization and Coherence	25%
Style and Mechanics	25%
Evidence and Support	25%
APA Checklist	25%
TOTAL	100%

Identity Self-Assessment (250 points)

Understanding the impact of culture on the individual is best approached by first understanding the impact of one's own cultural identity and the development of their worldview, behaviors, beliefs, and attitudes. This assignment involves exploring the cultures in which the student is a member (examples will be discussed in class). The product of this exploration will be a paper describing the impact of the cultural group on the development of the student's identity, behavior, and attitudes. Students engage in introspection about how their attitudes and behaviors have been influenced by the cultural groups to which they belong. Students also consider their role as a counselor in addressing concepts such as biases, prejudices, intentional and unintentional oppression, and discrimination, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, and body. Students address the following questions as they examine the impact of their cultural group membership on their identity:

- 1) What aspects of my attitudes, beliefs, understandings, and acculturative experiences have emerged as a result of the intersection of my identities?
- 2) How has discrimination and oppression, such as racism, sexism, power, privilege, marginalization, and stereotypes impacted my own life and career?
- 3) How do the norms of the dominant culture impact my relationships?
- 4) How might my identities impact my clients' perceptions of me (i.e., transference)?
- 5) How might my cultural group membership impact my perceptions about my clients (i.e., countertransference)?
- 6) What is my role as a counselor in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination?
- 7) What is my role 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, and body?

This assignment should adhere to APA Style formatting and 3-5 pages of content (not including title page and any references). The assignment is graded on self-awareness, cultural intelligence, collaboration and advocacy, and writing as outlined in the rubric below.

2: Social and Cultural Diversity: Collaborates with people of diverse ethnicity, culture, gender identity, sexual identity, physical ability,

religious beliefs, and socioeconomic status through a lens of social justice and advocacy.

	Outcome	Below Standard	Approaching Standard	At Standard	Exceeding Standard
Self-Awareness (25%)	Assess own personal cultural identities to develop self-awareness of attitudes, beliefs, knowledge, skills, and actions relative to their worldview.	Identifies personal identity, beliefs, attitudes, knowledge, and skills, but struggles to draw connections between these ideas and their actions and worldview.	Explains personal identity, beliefs, attitudes, knowledge, and skills. Is starting to recognize how these things shape their actions and worldview.	Analyzes personal identity, beliefs, attitudes, knowledge, and skills. Demonstrates an awareness of how these shape their actions and worldview.	Critically analyzes personal identity, beliefs, attitudes, knowledge, and skills. Clearly explains how these shape their actions and worldview in both obvious and nuanced ways.
Cultural Intelligence (25%)	Contrast own personal cultural identities and worldview, privilege, and marginalization in relation to the lived experience of others.	Unable to articulate their personal cultural identity and worldview, especially related with those of other people.	Identifies personal cultural identity and worldview. Shows emerging awareness of how identity confers power and privilege to some while marginalizing the experiences of others but may struggle to articulate this clearly.	Critically analyzes personal cultural identity and worldview, noting similarities and differences with others. Explains how identity confers power and privilege to some while marginalizing the experiences of others.	Critically analyzes personal cultural identity and worldview, noting nuanced similarities and differences with others. Clearly explains, with nuanced examples, how identity confers power and privilege to some while marginalizing the experiences of others.
Collaboration and Advocacy (25%)	Collaborate with others to further develop awareness, knowledge, and skills for intervening and advocating with, and on behalf, of others.	Engages with people of diverse backgrounds to expand cultural awareness but may prioritize their own ideas over the needs of others and the collective goals.	Collaborates with people of diverse backgrounds to build cultural awareness. Explains the value of diversity and, with guidance, is starting to advocate for and with others.	Actively collaborates with people of diverse backgrounds to build cultural awareness. Clearly articulates the value of diversity and advocates for and with others.	Actively collaborates with people of diverse backgrounds to build cultural awareness. Is a champion for diversity who leads efforts to advocate for and with others. Demonstrates a nuanced understanding of when to listen and when to lead.
Writing (25%)	Clear and cohesive use of	Multiple grammatical,	Several grammatical,	Mostly free from grammatical,	Free from grammatical,

language and APA Style throughout the paper	spelling, and/or cohesion errors in writing, and/or lacking appropriate APA style.	spelling, and/or cohesion errors in writing, and/or incomplete or inappropriate use of APA style.	spelling, and/or cohesion errors in writing, and/or generally appropriate use of APA style.	spelling, and/or cohesion errors in writing, and consistently correct use of APA style.
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Social Change Proposal Presentation & Reflection (200 points)

This assignment is designed to facilitate understanding of complex systemic social impacts that affect the mental health and well-being of diverse individuals, families, and communities. It will engender critical thinking about the existing research, how to incorporate intersectionality, and how to involve individuals and communities in project planning. Students are to create a proposal for a [Social Change](#) Project grounded in [Social Justice](#). A Social Change Project encompasses a range of [typical social and civic outcomes](#) from increased awareness and understanding, to attitudinal change, to increased civic participation, the building of public will, to policy change that corrects injustice. Selection of the target demographic for the proposal should be clearly connected to a need in the counseling profession and to the student's program focus (PSC, CMHC, MCFC). Target populations should be submitted to and approved by the instructor in advance.

Students will work in groups of no greater than 4 to construct the proposal and give a 30-minute presentation outlining the proposal. The proposal should include the following areas:

- Identify a minoritized/marginalized demographic
- Explain why you chose that demographic and how it connects to counseling program
- Present a statement of need
- Give a summary of the project
- Present goals & objectives
- Present the anticipated outcomes
- Tell how you will involve members of that community in the planning

Content of proposal will be evaluated on the above proposal areas, in addition to how well it defines background and importance of project, project objectives and relevant questions, methodology and fit for target demographic, and summarizes pertinent takeaways/expected outcomes and perceived strengths and barriers for the proposal.

Evidence and support should be provided in the form of peer-reviewed and/or institutionally-affiliated resources and research. Special attention should be given to how data and evidence are driving the project and a comprehensive review of the literature that demonstrates a need for the proposal.

Sources should be cited in APA format and research should be discussed at a level appropriate for the audience. The presentation should be well-rehearsed and within the time limits. Speakers should be prepared to respond to questions and all presentation materials should be professional and understandable.

After the presentation, each group member will submit a reflection (1-2 page reflection) on the project and their participation including what they've learned about both the topic and their own personal learning. This assignment is graded on presentation content, evidence and support, style and mechanics, and the reflection paper.

<i>Components</i>	<i>% of Grade</i>
Presentation Content	30%
Evidence and Support	30%
Presentation Style and Mechanics	20%
Reflection Paper	20%
TOTAL	100%

Discussion Board (200 points)

In this assignment, students continue their investigation and reflection on topics and issues regarding Multicultural Counseling and how these concepts align with their own worldview and professional identity. This assignment has weekly components via discussion boards during modules 1-10 of the course. Students contribute at least one (1) original post and two (2) response posts to peers each week before the synchronous class session. Original posts should adhere to length, source, and APA citation requirements provided in the discussion board. Peer responses should create a substantive dialogue and be at least 3-5 full sentences in length. Comments such as 'Great post!' or 'I agree' are insufficient by themselves. This assignment is graded on satisfactory completion of original post and on participation in discussions with peers.

<i>Components</i>	<i>% of Grade</i>
Original Post	60%
Peer Response Posts	40%
TOTAL	100%

Engagement (100 points)

During the course of the term, students are expected to attend all synchronous class sessions and engage throughout. Participation includes professional conduct and willingness to engage during class activities. Questions and discussion are welcomed and will be a part of each class meeting. Students will also engage in a variety of activities, including discussion and role plays. To maximize the benefits of class meetings, students are expected to attend classes on-time for their full duration and to engage in the manner expected of a professional counselor to earn full points for each class. If you have extenuating circumstances or questions about expectations, please consult the program's attendance policy and speak with your instructor about any concerns.

<i>Components</i>	<i>% of Grade</i>
Attendance & Professionalism	50%
Participation	50%

TOTAL

100%

Program Policies

Attendance Policy

Attendance is expected at all course meetings, online and in-person, and is an important part of your professionalism and your engagement grade. If you anticipate missing all or part of the course meeting, you should contact your instructor as soon as you are able.

Unexcused absences are not eligible for engagement points or make-up opportunities. Excused absences are eligible for engagement points but may require a makeup activity at the discretion of the instructor (i.e., attending another section of the course with advance permission).

The following are reasons for an excused absence:

- Medical issue(s) of self or person the student is a caretaker of
- Death of a loved one
- Additional reasons may be considered at the discretion of the instructor, and documentation may be requested to confirm the excused absence
- Missing more than 25% of course meetings, whether excused or unexcused absences will result in a grade penalty, up to and including failing the course.

For extenuating circumstances, an incomplete grade may be assigned at the discretion of the instructor.

Missing course meetings in part (i.e., leaving early, arriving late, extended absence after breaks) for 10 or more minutes may result in grade penalties. Three instances of lateness will constitute one unexcused absence.

Attendance is a necessary component of earning engagement points but is not sufficient in and of itself. Engagement points require active participation in the learning environment and are reflective of the professional expectations of counselors.

- In-person, examples of engagement could include but are not limited to: engaging in group discussions, participating in-class activities, clarifying assignments with the instructor, adding to discussion boards, and thoughtful application of class content in written assignments.
- For online course meetings, this could include but is not limited to keeping your camera on and participating in discussion aloud or via chat. Online etiquette for telehealth is a helpful gauge for the expectations for course meetings as well.
- For inclement weather, students will be contacted in advance by their instructor. Students should be communicative with their instructor if they have concerns.

Late Assignment Policy

Per the School of Health and Social Sciences policy, graduate students are required to submit all assignments by the due dates stated in the syllabus or course schedule. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having

competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 10 percent of the grade will be deducted.

Coursework received after one week (seven days) will not be graded and will receive a zero grade.

Overview:

- Assignments submitted after the deadline are subject to point deductions.
- Assignments submitted after the deadline may not be eligible for partial credit or receive feedback if they are graded, depending on the discretion of the instructor.
- In the event of extenuating circumstances, students should communicate with their instructor prior to the due date.
- Requests for extensions must be submitted 48 hours in advance of the due date and instructors may require submission of the assignment at its current level of development for consideration of the extension request.

Participation

Participation in all MAC courses requires active engagement in classroom discussions and Blackboard discussions when they are a required part of the class. Participation includes the sharing of new ideas, examples, and resources; as well as constructive disagreement and incorporation of course materials and concepts in your discussion.

As future counselors, you are expected to behave in a professional and ethical manner during class time. Students who are unfamiliar with ethical responsibilities are required to review the American Counseling Association's most recent Code of Ethics (www.counseling.org). With regard to electronic devices: cell phones are to be turned off and texting is not allowed during class time. If you are on call or expecting an emergency phone call, first let the instructor know and then respectfully step out of the classroom in order to respond. Computers are to be used for class-related assignments or note-taking only. If they are used for other purposes (i.e., recording, social communication, non-class-related activities), students will be asked to leave class.

Consistent attendance and a willingness to be actively involved in classroom discussions, small group activities, and at times classroom presentations or role-plays assist in creating a vibrant learning community. In certain classes, your participation is included in your course grade. In these instances, participation points cannot be made up if you are not in the class session.

Professional Writing

Assignments require error-free writing that uses Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the [CityU website](#) or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at [CityU in Canada](#) website.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The

University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal or in the *Start Your Course Here* module in your course under *Support Services*. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.

Course Schedule

Modules/ Date	Topic/ Activity	Readings before class	Class Activity	Assignments
Module 1	Introduction to Multicultural Counseling/Self-Reflection and Awareness	Ratts & Pedersen – Chapter 1 Singh – Chapter 1	Discussion - Introduce Yourself Module 1 Lesson – Introduction to Multicultural Counseling Module Discussion 1.1 - Self-Awareness, Self-Reflection, and Professional Identity Module Discussion 1.2 - The Case for Multicultural Counseling	
Module 2	Introduction to the Addressing Model, Cultural Identity and Internalized Racism	Archer-Chapter 5 Ratts & Pedersen – Chapters 3 & 5 Singh – Chapter 2	Module 2 Lesson – Culture, Identity and the Addressing Model Module Discussion 2.1 - The Glass Cannon: White Supremacy Module Discussion 2.2 - Postcards: Taylor Nigri Seaberg,	
Module 3	Introduction to Oppression and Trauma and Religious Diversity	Archer - Chapter 7 Ratts & Pedersen – Chapter 19 Singh-Chapter 6	Module 3 Lesson – Introduction to Oppression and Trauma and Religious Diversity Module Discussion 3.1 - Christianity and Multiculturalism: Understanding an Important Dimension of Diversity	

			Module Discussion 3.2 - Young's Five Faces of Oppression	
Module 4	Racism: What have we learned so far? Let's learn more.	Archer- Chapters 6 & 10 Ratts & Pedersen – Chapter 9 Singh- Chapters 3 & 4	Module 4 Lesson – Racism: What have we learned so far? Module Discussion 4.1 – Grieve and Name Racism Reflection Module Discussion 4.2 – Implicit Bias Test Reflection	
Module 5	Introduction to Gender and Sexual Identity	Ratts & Pedersen – Chapter 15	Module 5 Lesson – Introduction to Gender and Sexual Identity Module Discussion 5.1 - Gender Identity in the Context of Schools	
Module 6	Introduction to Counseling and Economic Diversity	Archer- Chapter 2 Ratts & Pedersen – Chapter 18	Module 6 Lesson – Introduction to Counseling and Economic Diversity Module Discussion 6.1 - Article Review Module Discussion 6.2 - Socioeconomic Status and the ADDRESSING Model	Structured Interview and Report
Module 7	Introduction to Native Americans and Counseling	Ratts & Pedersen – Chapters 12 Singh- Chapter 9	Module 7 Lesson – Introduction to Native American/Indigenous People and Counseling Module Discussion 7.1 - Indigenous Healing and Psychotherapeutic Interventions: Complicating the prospects for intervention Module Discussion 7.2 - Article Review	
Module 8	New Americans: An introduction to working with	Ratts & Pedersen – Chapter 8	Module 8 Lesson – New Americans: An	

	immigrant clients	Singh-Conclusion	introduction to working with immigrant clients Module Discussion 8.1 - Caught Between Two Worlds: Understanding the cultural integration process Module Discussion 8.2 - Can the ADDRESSING model work with kids?	
Module 9	Counseling Clients with Disabilities & Revisiting Intersectionality	Ratts & Pedersen – Chapters 12	Module 9 Lesson – Counseling Clients with Disabilities & Revisiting Intersectionality Module Discussion 9.1 - Intersectionality	Social Change Proposal Reflections Group presentations (half of class)
Module 10	Course Wrap-Up & Future Plans		Module Discussion 10.1 – Future Plans and Goals	Identity Self-Assessment Group presentations (half of class)