



Syllabus

SCHOOL OF HEALTH AND SOCIAL SCIENCES **COUN 502: Systemic Theory: Multicultural Counseling**

5 Credits
Effective: Fall 2020

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

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

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 his or her 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

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 also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

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 at no cost to students.

COURSE OUTCOMES (COs)

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 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 “resources” section]

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. Addiction Counseling

Demonstrates knowledge and abilities to identify presenting symptoms and differential diagnoses including co-occurring disorders incorporated into the American Society of Addiction Medicine (ASAM) six-dimensional assessment model with appropriate theoretical-based treatment planning including interventions for projected outcomes.

11. 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.

12. Marriage, Couple, and Family Counseling

Applies family systems theory to client(s) presenting problems and diagnoses.

13. 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)

CACREP STANDARDS

CACREP Entry Standards: Section 2. F.

- 1.e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- 2.a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- 2.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- 2.c. Multicultural counseling competencies
- 2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- 2.e. The effects of power and privilege for counselors and clients
- 2.f. Help-seeking behaviors of diverse clients
- 2.g. The impact of spiritual beliefs on clients' and counselors' worldviews
- 3.i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
- 5.f. Counselor characteristics and behaviors that influence the counseling process

CMHC Specialty

- 2.j. Cultural factors relevant to clinical mental health counseling

MCFC Specialty

- 2.m. Cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration

AC Specialty

- None

PSC Specialty

- None

Course Objectives Matrix:

Course Activity/Assignment	COs	PLOs	CACREP Core	CACREP CMHC	CACREP MCFC	CACREP AC	CACREP PSC
1. Assign 1 – Identity Self-Assessment	a), b), c)	2	2.a., 2.b., 2.c., 2.d., 2.e., 2.f., 2.g., 5.f.,	2.j.	2.m.		
2. Assign 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.	2.j.	2.m.		
3. Assign 3 – Group Presentation	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.	2.j.	2.m.		
4. Required Readings			1.e., 2.a., 2.b., 2.c., 2.d., 2.e., 2.f., 2.g., 3.i., 5.f.	2.j.	2.m.		

Course Schedule

(Subject to change according to the pace of the class)

WEEKS/DATE	Topic/Activity	Readings before class	Class Activity	Assignments
Week 1	Overview of course; Multiculturalism & social justice in counseling; Complexities of identity;	Ratts & Pedersen – Chps. 1, 2, & 3		
Week 2	ACA Competencies; Worldview & identity development;	Ratts & Pedersen – Chps. 4 & 5; ACA Multicultural/Social Justice Competencies;		
Week 3	Privilege, marginalization, institutionalized oppression; Developing multicultural competence, knowledge & skills;	Ratts & Pedersen – Chps. 6 & 7		
Week 4	Developing social justice competence, knowledge, & skills; Addressing resistance & increasing advocacy as social justice	Ratts & Pedersen – Chps. 8 & 9		
Week 5	Addressing Racism: Asian & Pacific Island Heritages; Black/African-American	Ratts & Pedersen – Chps. 10 & 11	Class presentations	
Week 6	Addressing Racism; Native Americans; Latinx;	Ratts & Pedersen – Chps. 12 & 13	Class presentations	
Week 7	Addressing Racism: Multiracial Identities;	Ratts & Pedersen – Chps. 14 & 15	Class presentations	

	Addressing Heterosexism;			
Week 8	Addressing Transgender Oppression; Addressing Sexism	Ratts & Pedersen – Chps. 16 & 17	Class presentations	
Week 9	Addressing Classism; Addressing Religion/Spirituality	Ratts & Pedersen – Chps. 18 & 19	Class presentations	
Week 10	Disability as diversity; Advocacy in action moving forward			

Standards met with required course readings, in-class discussions, and class activities:

CO: a), b), c), d),

PLO: n/a

CACREP Core: 1.e., 2.a., 2.b., 2.c., 2.d., 2.e., 2.f., 2.g., 3.i., 5.f.

CMHC: 2.j.

MCFC: 2.m.

AC: n/a

PSC: n/a

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>
Assign 1: Identity Self-Assessment	200
Assign 2: Structured Interview and Report	100
Assign 3: Group Presentation	200
(Additional Assignments – TBD)	(500)
TOTAL	1000 POINTS

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Assign 1: Identity Self-Assessment

CO: a), b), c)

PLO: 2

CACREP Core: 2.a., 2.b., 2.c., 2.d., 2.e., 2.f., 2.g., 5.f.,

CMHC: 2.j.

MCFC: 2.m.

AC: n/a

PSC: n/a

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. The assignment will be graded on analysis and use of course concepts, evidence and support, self-reflection, and style and mechanics.

<i>Components</i>	<i>% of Grade</i>
Analysis and Use of Course Concepts	25%
Evidence and Support	15%
Style and Mechanics	10%
Self-reflection	50%
TOTAL	100%

Assign 2: Structured Interview and Report

CO: a), b), c),

PLO: 2

CACREP Core: 1.e., 2.a., 2.b., 2.c., 2.d., 2.e., 2.f., 2.g., 5.f.

CMHC: 2.j.

MCFC: 2.m.

AC: n/a

PSC: n/a

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 an 8-10 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 will be graded on analysis and use of course concepts, evidence and support, organization and coherence, self-reflection, and style and mechanics.

<i>Components</i>	<i>% of Grade</i>
Evidence and Support	20%
Style and mechanics	20%
Analysis and Use of Course Concepts	20%
Organization and Coherence	20%
Self-reflection	20%
TOTAL	100%

Assign 3: Group Presentation

CO: a), b), c), d)

PLO: 2

CACREP Core: 1.e., 2.a., 2.b., 2.c., 2.d., 2.e., 2.f., 2.g., 3.i., 5.f.

CMHC: 2.j.

MCFC: 2.m.

AC: n/a

PSC: n/a

Students will be divided into small groups in order to prepare and present a report to the class on one of the groups impacted by marginalization and oppression in mainstream US society (using course materials/concepts). This information must be applicable to the field of counseling. This presentation will be 60 - 90 minutes in length and each group member is responsible for presenting a segment of the report. Attention should be given by each individual student to include details specific to their counseling specialty. Overall, students should work collaboratively to organize, prepare, and provide this oral presentation to the class. Each section of the presentation should be approximately the same length of time and should be presented in an engaging and creative manner.

Information presented is to be supported by at least five current (within the last five years) sources of professional literature (including the textbook). The professional sources are to be critically evaluated for authority and voice -only sources with appropriate authority are to be utilized. Consider who wrote the information; his/her credentials and professional affiliation(s); and whether or not those affiliations are recognized in the field. For example, an article published in a peer reviewed journal has much more credibility than an article posted on an online web blog. Utilized sources are to be documented in accordance with APA reference guidelines, and submitted to the instructor the day of the presentation.

The following is an outline for the report:

- 1) Historical Background: Give a brief overview of the history of the particular group. Include elements such as the historical and current political climate regarding immigration, poverty, and welfare, along with marginalization, internalized and institutional oppression. If the context of the cultural group has changed over time, describe those changes. Place emphasis on reporting how this group has experienced marginalization and institutional oppression;

- 2) Characteristics and concerns: Describe characteristics and concerns of your chosen cultural group, nationally and internationally. Describe how living in a diverse society impacts individual, couple, and family members of this marginalized cultural group. Address possible stereotypes and stereotype threats that should be acknowledged and avoided;
- 3) Therapeutic Considerations: Describe factors to consider when conducting counseling with members of this cultural group. Consider individual, couple, family, group, and community strategies for working with and advocating for this population, including awareness, knowledge, and suitable actions;
- 4) Barriers to Access and Treatment: Consider barriers to seeking mental health counseling services for potential clients from the cultural group;
- 5) Advocacy and Interventions: Specific strategies for intervening and advocating for members of this population at the intrapersonal, interpersonal, institutional, community, public policy, and international/ global levels;
- 6) Self of Therapist: Present examples of possible personal challenges a counselor working with this population might experience. Include examples of personal challenges members of the cultural group might experience when working relationship with a counselor, including perceptions of privilege. Discuss how the values and belief systems of both the counselor and members of this population could possibly conflict or work together collaboratively.

This assignment is graded on evidence and support, group work, organization and coherence, and oral presentation.

<i>Components</i>	<i>% of Grade</i>
Group Participation	25%
Organization and Coherence	25%
Oral Presentation	25%
Evidence and Support	25%
TOTAL	100%

(Additional Assignments/Discussion Threads) (Instructor specific) (500pts)

COURSE POLICIES

Late Assignments

Per Division of Arts and Sciences policy, graduate students are required to submit all assignments by the due dates stated in the syllabus. 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:

- All assignments are expected to be turned in on time
- 5% of the overall grade for the assignment will be deducted each day the paper is late up to 7 days
- No paper will be accepted 7 days after due date
- Agreements must be made with the course instructor 48 hours prior to due date for assignment if an exception is to be made

Participation

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. This will be made available on request.

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, please 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., social communication), students will be asked to leave class.

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

You 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.

Non-Discrimination & Prohibition of Sexual Misconduct

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 <https://my.cityu.edu/titleix> 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 <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

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 in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

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 found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments 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 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 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your 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 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.