

CNS 5800 MULTICULTURAL AND SOCIAL JUSTICE COUNSELING

SPRING 2021

TIME: MONDAY 5:30-8:30PM

LOCATION: HEALTH SCIENCES RM 261

Instructor: Leslie Locklear, PhD

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Office Hours: Available upon request

Course Description

This 3-hour course emphasizes the value of multicultural counseling, identity development, and social justice. Students learn about multicultural and pluralistic trends, such as characteristics and concerns within and among diverse groups; nationally and internationally. Also, attitudes, beliefs, understandings, and acculturative experiences including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients. The counselors' roles in developing cultural self-awareness, promoting cultural diversity, social justice, advocacy, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination are reviewed.

Prerequisite

Admission to the Clinical Mental Health or Professional School Counseling Program.

Required Text

- Sue, D. W., & Sue, D. (2015). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: John Wiley & Sons, Inc. (ISBN 9781118022023) (**available online via UNCP Library FREE**)
- Kendi, I. X. (2019). *How to be an antiracist*. First Edition. New York: One World. (available on Amazon)

Face Coverings in Class – As stated in the UNC Pembroke Code of Conduct, all students are responsible for conducting themselves in a manner that helps enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the academic community are respected. In recognition of this responsibility, and in response to the best available science and current guidance from the Centers for Disease Control and Prevention, every student must wear an appropriate face mask/covering that covers their nose and mouth while in this classroom.

Students who feel they cannot wear a face covering due to a documented health condition, should consult the Accessibility Resource Center regarding alternative options, **prior to the beginning of class**. Requests/needs will be considered on a case-by-case basis. Documentation from ARC must be provided to the instructor by or before any alternative method is allowed in class. More information for students about the services provided by ARC and the accommodation process may be found at the following link: [UNCP ARC](#).

Students who are not properly wearing a face covering will be asked to leave the classroom; they may return when they follow this basic public health recommendation. The instructor is not responsible for providing any make up instruction or activities beyond what is already being offered to the class. Refusal to leave will result in a student conduct violation. For the safety of the community, the instructor also has the right to end that in-person class session if a student who is not properly masked will not leave the room.

A number of disposable masks are available across campus. It is the student's responsibility to procure a mask.

COURSE REQUIREMENTS & EXPECTATIONS

Evaluation Criteria

1. Digestion Journal	300 points (50 points each)
2. Cultural Group Project	300 points
3. Reflective Journals (4)	100 points (25 points each)
4. Stepping Out Activity	100 points
5. Personal Cultural and Heritage (PCH) Project	200 points
Total:	1,000 points

Course Requirements

1. Class Attendance and Engaged Participation

Attendance: It is expected that students will attend all classes and will be fully responsible for content covered in class, textbook, readings, and experiential activities. In the event of an unexpected absence, you should contact the instructor as soon as possible via e-mail.

Participation: *Students are expected to participate actively in class by asking questions, discussing topics and readings, and attempting to solve posed questions. Students must remain professionally engaged during face-to-face meetings, refraining from side conversations and personal use of technologies including laptops and cellular phones.*

2. Digestion Journal (300 points; 50 points each)

Alternating portions of our course will be held online. For online sessions, you will be reading “How To Be An Antiracist” by Ibram X. Kendi. As you read, you will reflect on what you cover and write your thoughts and reflections on a folder that will be shared with me when we meet in class again. I will then respond to your thoughts, comments, or questions and we will maintain this conversation throughout the semester. This communication will be used to process, reflect, and digest the information you are reading.

When sharing your thoughts, please include page numbers for reference. I want to encourage you to move through this text at your own pace, but I will provide a suggested pacing guide.

Feb 15: Ch 1-3; March 1: Ch 4-6; March 15: 7-9; March 29: 10-12; April 26: 13-15; May 10: 16-18

3. Cultural Group Project (300 points)

Over the course of the summer session, each student will participate in an in-depth investigation of a cultural group different from their own. This experience is designed in a series of steps to immerse students into the worldview and experiences of their assigned group. It is also designed to expose students to community resources and cultural contexts beyond campus. One of the purposes of this multidimensional approach is to help you learn, grow, or change regarding your relationship with culturally diverse people. The steps of the project include:

Step 1: Pre-Reflection (25 points) you will reflect on what you know about your chosen cultural group. During this reflection think of what you have heard, seen, internalized about this cultural group. Think of how this cultural group is painted in the media or are they invisible. **(Due on February 22)***

Step 2: Scholarly Research (150 points) Read at **least 5** scholarly, peer-reviewed journal articles describing the group, its history, past/current issues, and/or counseling this particular group. Submit a summary in **no more than 5 pages** (*this does not include the cover page and list of references*). **This is not to be submitted as an annotated bibliography.** Using the 5 articles, pull out common themes to discuss. **(Due on March 22)***

Step 3: (125 points) After completing Steps 1 & 2, students are required to meet with other students who are investigating the same cultural group. As a group, students should put together a **15-minute professional development session** that describes the *practical counselor applications* (based on your discoveries and the literature) that may be helpful for counselors working with this cultural group. The group should incorporate positive common themes, how what they discovered is consistent/inconsistent with the literature, and their discoveries about community resources and agencies. Creativity and interactions are encouraged. **(Due on May 10)**

4. Reflective Journals (100 points)

Students will be asked to participate in reflective activities while will reflect in class activities (**minimum 1 page**).

5. Stepping Out Activity (100 points)

Choose an experience that highlights interaction with those who are culturally different from you. For this activity, you are asked to explore a cultural activity that differs from your own. Because we are not able to physically explore various cultural events, you will be doing so virtually. Choose an experience that highlights interaction with those who are culturally different from you.

Below are examples that you may partake in but you are not limited to these options:

1. Find a full-length video of the event.
 - a. [My church, Mt Olive Pentecostal Church, has a Facebook and live stream.](#)
 - b. [Gathering of the Nations \(America's Largest Powwow\) 2019 Live Stream](#)
2. [Using Google Street View, explore a city of cultural relevance to a particular group you may have chosen or simply a city that represents a culture different from your own.](#)
3. Virtual Exploration: if there is another virtual site or virtual cultural exploration you find intriguing; you are free to use it to explore.

Please note, if you choose to explore a religious event, it must be a different religion than your own not just a different denomination.

After the activity, write a process paper (**at least 3 pages**) addressing the following:

- 1) Provide a brief overview of the event.
- 2) What prior knowledge and or preconceived/ expectations ideas did you have before participating in this activity? What did you find compelling about this experience?
- 3) What thoughts and feelings did you have as the activity went on?
- 4) How do you feel now, as you process the experience?
- 5) How did this experience reflect or apply to the readings or the materials discussed in class?
- 6) What did you learn about yourself and your ethno/racial/cultural development?
- 7) Describe how this event might be different from a similar event within your own culture.
- 8) Summarize what you learned, how it impacts you as a counselor. What would you do differently?

(Due on May 14)

6. Personal Culture and Heritage Project (200 points)

All people are products of the dynamics of their own cultural background. In addition, present attitudes, behaviors, and values are shaped by past learning and experiences. This project will be an exploration into the nature of your cultural identity, family history, values, and lifestyle.

Step 1: Written Cultural Autobiography (150 Points) You are asked to submit a cultural autobiography (**maximum 4 pages**) **(Due March 29)***

This project *should* include interviews with family members or other important persons in your life to learn about the contexts in which your cultural identities and values have developed. Creativity is highly encouraged.

Please address the following: ethnic heritage, family pride/shame issues, and family areas of bias.

Please use the following questions provided as a guide, but you do not need to include all of them.

- What generation in the United States do you represent? Are you and your siblings the first of your family to be born in this country? Were you foreign born?
- Where did your ancestors migrate from? Within the United States? From outside the United States? Why?
- Does your immediate family or extended family practice ethnic or cultural customs that you or they value or identify with? For example: foods, celebrations, traditions, social behaviors, manners, beliefs. What customs do you prize the most? Do you or your relatives speak your ethnic group language?
- What is/are the dominant religion(s) of your family? What role has religion and spirituality played in the everyday lives of members of your family?
- How is sexual orientation regarded within your family?
- What prejudices or stereotypes does your family have about other ethnic groups?

- To what extent do you regularly interact with members of other ethnic groups? Professionally? Socially? Do you worship with members of other ethnic groups?
- How did you first come to understand that racism existed? What did you learn from this experience?
- What was your parents' main advice to you about people from other ethnic groups?
- How would your parents have responded if, while in college, you had invited a member of different ethnic group home with you for Thanksgiving?
- How would your parents respond, or have responded, if you announced that you were in a significant romantic relationship a member of a different ethnic group?
- How do you think you would respond, or have responded, if your college-age son or daughter announced plans to marry a member of a different ethnic group?
- How does your family view mental health professionals?
- What would you identify as your level/phase of racial/cultural identity? What are the markers of this level?
- As a professional counselor, how do you think your cultural background and attitudes will help you in working with culturally diverse clients? How will they hinder you in working with culturally diverse clients?

Step 2: Personal Cultural Heritage Presentation (50 points) You are asked to present a summary of your written cultural heritage autobiography in a creative visual format. Please take any creative liberties and share however you would like. Please only share what you feel comfortable presenting to the group. Please feel free to present this information as you see fit. Presentations should be no longer than 3 minutes. **(Due March 29)**

LATE ASSIGNMENTS WILL NOT BE ACCEPTED

Expectations for Students

1. Read the assigned chapters before the scheduled class meeting.
2. Attend every class meeting; arrive on time for class.
3. Be willing to share your ideas and ask difficult questions. The academic classroom should serve as an environment where diverse, and sometimes controversial, ideas can be discussed and evaluated. The classroom will serve as a free-speech zone in which students will not be penalized for their viewpoints or opinions.
4. Students are expected to adhere to the UNC Pembroke Academic Honor Code.
5. All assignments should be students' original work and include proper use of documentation and citations.
6. Please turn off or place on silent mode all potentially disruptive electronic devices.

CNS 5800 SPRING 2021 CLASS SCHEDULE

DATE (LOCATION)	TOPICS	ASSIGNMENTS (DUE DATES)
2/1 (CAMPUS)	Introduction to Course Ch1: Obstacles to Cultural Competence: Understanding Resistance to Multicultural Training Ch2: The Superordinate Nature of Multicultural Counseling and Therapy	-Read Chapter 1 &2 <i>(Readings completed prior to class)</i>
2/8 (ONLINE)	Ch3: Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups Ch4: The Political and Social Justice Implications of Counseling and Psychotherapy	-Read Ch. 3-4
2/15 (CAMPUS)	Ch5: The Impact of Systemic Oppression: Counselor Credibility and Client Worldviews Ch6: Microaggressions in Counseling and Psychotherapy	-Read Ch. 5-6 -Digestion Journal Due
2/22 (ONLINE)	Ch7: Barriers to Multicultural Counseling and Therapy: Individual and Family Perspectives Ch8: Communication Styles and Its Impact on Counseling and Psychotherapy	-Read Ch. 7-8 -Cultural Group Project Step 1 Due*
3/1 (CAMPUS)	Ch9: Multicultural Evidence-Based Practice Ch10: Non-Western Indigenous Methods of Healing	-Read Ch. 9-10 -Digestion Journal Due -Reflective Journal #1
3/8 (ONLINE)	Ch11: Racial/Cultural Identity Development in People of Color Ch12: White Racial Identity Development Implications	-Read Ch. 11-12
3/15 (CAMPUS)	Chapter Review	-Review Ch. 1-12 -Digestion Journal Due
3/22 (ONLINE)	Ch13: Culturally Competent Assessment Broaching Ch14: Counseling African Americans	-Read Ch. 13-14 -Cultural Group Project Step 2 Due*
3/29 (CAMPUS)	Ch15: Counseling American Indians and Alaska Natives Ch16: Counseling Asian Americans and Pacific Islanders	-Read Ch. 15-16 -Personal Cultural Heritage Presentation & Project* Due -Reflective Journal #2 -Digestion Journal Due
4/5 (ONLINE)	Ch17: Counseling Latinos Ch18: Counseling Multiracial Individuals	-Read Ch. 17-18
4/12 (CAMPUS)	Ch19: Counseling Arab and Muslim Americans Ch20: Counseling Immigrants and Refugees	-Read Ch. 19-20 -Reflective Journal #3

4/19 (ONLINE)	Ch21: Counseling Jewish Americans Ch22: Counseling Persons with Disabilities	-Read Ch. 21- 22
4/26 (CAMPUS)	Ch23: Counseling LGBT individuals Ch24: Counseling Older Adults	-Read Ch. 23-24 -Digestion Journal Due
5/3 (ONLINE)	Ch25: Counseling Individuals Living in Poverty Ch26: Counseling Women	-Read Ch. 25-26
5/10 (CAMPUS)	Cultural Group Presentations	-Cultural Group Project Step 3 -Digestion Journal Due
5/14		-Reflective Journal #4 Due -Stepping Out Activity Due

This schedule is subject to changes as needed to meet course objectives.

**Deadline negotiable; final due date: May 14*

Flexibility Clause

This syllabus should be regarded as a tentative document and subject to change. Any changes to the syllabus or course structure will be announced in class. Because students will be held accountable for any changes in the syllabus, it is incumbent upon students to attend class meetings on a regular basis.

UNCP Teacher Education Conceptual Framework

Theme: *Preparing professional educators who are committed, collaborative, and competent.* The UNCP Teacher Education Program is committed to the public school mission of preparing P–12 learners for full participation in a democratic society. We believe that all P–12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP’s primary responsibility in that noble effort is to prepare competent and collaborative professional educators committed to the mission of public education.

Relationship of Course to the Conceptual Framework

This core course aims to prepare students for work as committed, collaborative, and competent Professional School Counselors and Clinical Mental Health Counselors. Becoming competent in working with diverse populations is a complex interaction of many dimensions. In this course, students will learn to become more culturally competent, which will allow them to more effectively serve young learners in our public schools. The course will focus on 1) the affect and conceptual dimensions of multicultural counseling and therapy, 2) the political dimensions of mental health practice, 3) the practice of dimensions of multicultural counseling/therapy, and 4) racial/cultural identity development in Multicultural Counseling and Therapy.

Teacher Education Standards Addressed in This Course: 2008 North Carolina Professional School Counseling Standards

Standard 1: *School Counselors Demonstrate Leadership, Advocacy, and Collaboration*

- School Counselors advocate for schools and students.

Standard 2: *School Counselors Promote a Respectful Environment for a Diverse Population of Students*

- School Counselors foster a school environment in which each child has a positive, nurturing relationship with caring adults.
- School Counselors embrace diversity in the school community and in the world.
- School Counselors treat students as individuals.
- School Counselors recognize students are diverse and adapt their services accordingly.
- School Counselors work collaboratively with the families and significant adults in the lives of students.

Standard 3: *School Counselors Understand and Facilitate the Implementation of a Comprehensive School Counseling Program*

- School Counselors understand how their professional knowledge and skills support and enhance student success.
- School Counselors develop comprehensive school counseling programs that are relevant to students.

Standard 4: *School Counselors Promote Learning for All Students*

- School Counselors know how students learn.
- School Counselors plan their programs for the academic, career, and personal/social development of all students.
- School Counselors use a variety of delivery methods.
- School Counselors help students develop critical thinking and problem-solving skills.

Standard 5: *School Counselors Actively Reflect on Their Practice*

- School Counselors function effectively in a complex dynamic environment.

PROFESSIONAL SCHOOL COUNSELING	
STANDARDS	ASSESSMENT METHODS
DIVERSITY AND ADVOCACY	
E. Knowledge 1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning. 2. Identifies community environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students. 3. Understands the ways in which educational policies, programs, and practices can be adapted, and modified to be culturally congruent with the needs of students and their families 4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.	Journal CG Project PCH Project

LEARNING OUTCOMES STUDENTS WILL HAVE A FOUNDATIONAL KNOWLEDGE OF:	CACREP STANDARD	TASKS AND ACTIVITIES	ASSESSMENT METHOD
1. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	F.2.a.	Ch1-10 lectures Journal CG Project	Journal CG Project
2. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	F.2.b.	Ch1-26 lectures Journal CG Project Discussion Board	Journal CG Project
3. Multicultural counseling competencies	F.2.c.	Ch3-26 CG Project PCH Project Culminating Cultural Activity	Journal CG Project PCH Project
4. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	F.2.d.	Ch7-13 CG Project PCH Project Discussion Board	Journal CG Project
5. The effects of power and privilege for counselors and clients	F.2.e.	Ch3-26 CG Project PCH Project	Journal CG Project
6. Help-seeking behaviors of diverse clients	F.2.f.	Ch1-6 CG Project PCH Project Culminating Cultural Activity	Journal CG Project PCH Project
7. The impact of spiritual beliefs on clients' and counselors' worldviews	F.2.g.	Ch1-6 CG Project Discussion Board	Journal CG Project
8. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	F.2.h.	Ch1-26 lectures Journal CG Project	Journal CG Project

CLINICAL MENTAL HEALTH COUNSELING	
STANDARDS	ASSESSMENT METHODS
DIVERSITY AND ADVOCACY	
E. Knowledge 1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services. 2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client. 3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders 4. Understands 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. 5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare	Journal CG Project PCH Project

Americans with Disabilities Act (ADA) Academic Access Statement

Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, and visual or hearing disabilities. In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by DSS and the accommodation process may be found at the following links:
<http://www.uncp.edu/dss/students/currentstudentfaq.htm>

Confidentiality

Information shared in this class by students is expected to remain confidential indefinitely. If a student has concerns about any student's safety or conduct, contact the instructor immediately.

Academic Integrity

Students are expected to adhere to the UNC Pembroke Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. The normal penalty for a first offense is to receive a failing grade in the course. See the academic catalog for details and also: http://www.uncp.edu/sa/pol_pub/honor_code.htm.

Plagiarism

All assignments should be students' original work and include proper use of documentation and citations. Incidents of plagiarism or cheating that come to my attention will be addressed on a case-by-case basis in accordance with university policies. Possible penalties for plagiarism include failure on the assignment, failure for the course, and dismissal from the program. The academic catalog defines plagiarism as: "intentionally or knowingly presenting someone else's words or ideas as one's own. You avoid plagiarism by very carefully acknowledging the sources of ideas you use and by appropriately indicating any material that has been quoted (that is, by using quotation marks and properly acknowledging the source of the quote, usually with a clear reference source citation and page number)."

Academic Progress

The academic progress of each graduate student is monitored on a regular basis by the Dean of the School of Graduate Studies, the student's advisor, and/or the appropriate program director. A minimum grade point average of 3.0 is required to receive a master's degree.

Dismissal

An accumulation of nine (9) semester hours of "C" quality work, or a single grade of "F," makes a graduate student ineligible to continue graduate studies or to receive a graduate degree at UNCP, and he/she will be dismissed. Excepted from this policy are students readmitted by the Graduate Appeals Committee.

Grade Appeal Policy

The Graduate Appeals Committee (GAC) of the Graduate Council is the body which considers grade appeals from graduate students. There are two grounds for appealing a grade: (1) evidence of miscalculation, and (2) material deviation from information published in the course syllabus without adequate notice of the change.

Graduate students are required to attempt to resolve the grading issue with the course professor before filing an appeal. Students who are unable to resolve questions with the course professor have thirty (30) calendar days from the date on which grades are due (as specified on the Registrar's academic calendar) for the relevant semester or summer session to file an appeal. If this date falls on a weekend or a UNCP holiday, then the deadline will be the next workday.

Special Readmission Policy

A former UNCP student who was dismissed for academic reasons from the UNCP School of Graduate Studies and has not been enrolled in a graduate program at any institution of higher education for a period of four (4) semesters (excluding summers) may apply for readmission under the Special Readmission Policy of the Graduate School.

Grading Policy of the UNCP Counseling Programs

The Counseling Programs faculty considers course grades of “C” or below to be indicative of a problem. Students earning overall course grades of “C” or below will be subject to faculty review at the Student Progress Meeting held each semester (see Program Handbook for additional information).

Grading in this Course

Student grade in this course will be determined by the level of completion of all assignments and participation in class. A grading scale of A, B, C, or F will be used in this class. The grade of A will be given only for exemplary work (i.e., work that clearly demonstrates a mastery of the competencies of the material and that clearly exceeds that of above average). Any student not meeting the requirements of the class will receive an F in this course. Grades will be on a 1,000 point scale with an A being 900 and above, a B is 800 and above, and a C is 700 and above.

All assignments must be typed. Please use 7th edition APA style for any type of documentation and uphold the academic integrity policy set forth by the university.

APA Formatting:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Universal Syllabus Addendum: www.uncp.edu/universal-syllabus

Student Resources: www.uncp.edu/student-resources