

Fall 2022

CE 534: Syllabus: Multiculturalism and Diversity

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Winona State University Counselor Education Department CE 534: Multiculturalism and Diversity Semester Hours: 3		
Course Location	This class is an asynchronous online course; there are no scheduled on-campus class meetings.	
Instructor	Anquetta V. Calhoun, Ph.D.	
Instructor Phone & E-Mail	Email: anquetta.calhoun@winona.edu ; Cell: (352) 474-9343; Zoom: https://minnstate.zoom.us/j/4076192192	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	349 Helble Hall, Winona Campus	
Instructor Office Hours:	Tuesdays 10:00 am – 5:00 pm & Thursdays: 3:00 – 5:00 pm	

I. COURSE DESCRIPTION

The purpose of this course is to:

- (1) promote student growth and development through the learning and practice of basic communication and helping skills;
- (2) study cultural diversity as it relates to human relations and communication;
- (3) examine gender and sexual orientation in terms of human relations and communication; and
- (4) address human relations and communication as they relate to special populations (persons with disabilities, older adults, economically disadvantaged individuals, children, etc.). This course will also cover substance abuse issues as relates to diverse cultures, specifically as addressed by the Substance Abuse and Mental Health Services Administration (SAMHSA) Treatment Improvement Protocol (TIP) 59.

II. COURSE PREREQUISITES

Prerequisites: Good standing with WSU/College/CED, and graduate status. No specific undergraduate/graduate course pre-requisites are required for admission to the course.

III. COURSE OBJECTIVES

Students who complete this course will:

1. To improve human relations and communications skills.
2. To become aware of one's own philosophy of life.
3. To become more aware of feelings, values, and goals.
4. To gain an understanding of the dehumanizing effect of prejudice, racism, sexism and other "isms".
5. To develop a conscious awareness and working knowledge of people who are culturally diverse.

6. To become aware of issues associated with special populations (e.g. children, older adults, people with disabilities, people living in poverty, etc.).
7. To discuss and develop human relations and communications strategies for empowering all people.
8. To develop an understanding of the concepts of tolerance and civility as they relate to human relations, diversity and communication.

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

Hays, D. G. & Erford, B. T. (2017). *Developing Multicultural Counseling Competence: A Systems Approach, 3rd ed.* Upper Saddle River, NJ: Pearson. ISBN-10: 0134522702, ISBN-13: 978-0134522708

McGhee, H. (2021). *The sum of us: What racism costs everyone and how we can prosper together.* One World Books. ISBN-13: 978-0525509585

SAMHSA. (2014). *Improving Cultural Competence*, Treatment Improvement Protocol (TIP) #59. HHS Publication No. (SMA) 14-4849. Available for free download at:
<http://store.samhsa.gov/shin/content//SMA14-4849/SMA14-4849.pdf>

Other Suggested Resources:

Publication Manual of the American Psychological Association, 7th ed. (2019). Washington, DC: APA. ISBN: 978-1-4338-3216-1

NOTE: Other readings as assigned (see D2L course page).

V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the **Clinical Mental Health Counseling** and/or **School Counseling** content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 534 are included.

2016 CACREP STANDARDS CORE	LOCATION OF EVALUATION			
	projects	discussions	quizzes	exams
1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE				
1e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.	X	X	X	X
2. SOCIAL AND CULTURAL DIVERSITY				
2a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.	X	X	X	X
2b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.		X	X	X
2c. Multicultural counseling competencies.		X	X	X
2d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.	X	X		
2e. The effects of power and privilege for counselors and clients.		X	X	X
2f. Help-seeking behaviors of diverse clients.		X	X	X
2g. The impact of spiritual beliefs on clients' and counselors' worldviews.	X	X	X	X
2h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.		X	X	X
3. HUMAN GROWTH AND DEVELOPMENT				
3i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.		X	X	X
8. RESEARCH AND PROGRAM EVALUATION				
8j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.	X	X		

2016 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION			
	projects	discussions	quizzes	exams
1. FOUNDATIONS			X	X
1b. Theories and models related to clinical mental health counseling.				
2. CONTEXTUAL DIMENSIONS				
2c. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.		X	X	X

2i. Legislation and government policy relevant to clinical mental health counseling.		X	X	X
2j. Cultural factors relevant to clinical mental health counseling.	X	X	X	X
2016 CACREP STANDARDS SCHOOL COUNSELING	LOCATION OF EVALUATION			
	Projects	Discussions	Quizzes	Exams
3. PRACTICE				
3k. Strategies to promote equity in student achievement and college access.		X	X	X

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including: Internet-based learning; lecture/discussion; case studies and responses to structured exercises; and the use of technology and media including videos, Podcasts, films, PPTs, etc.

VII. COURSE EVALUATION METHODS

- Written projects 1, 2 & 3
- Midterm and Final Exams
- D2L discussions and short quizzes

Course Obj.	Assignment	Due Date	Points
1-4	Midterm Exam	Week 8 (due Oct. 14, 11:59 PM)	10
1-4	Final Exam	Week 16 (due Dec. 9, 11:59 PM)	13
2, 3, 4	D2L Quizzes	Weeks 5 & 7 (due 11:59 PM)	15
2, 3, 4	D2L Discussions	Weeks 3, 6, 9 & 12 (due 11:59 PM)	12
1-4	Project #1	Week 4 (due Sept. 16, 11:59 PM)	15
1-4	Project #2	Week 10 (due Oct. 28, 11:59 PM)	20
1-4	Project #3	Week 14 (due Nov. 25, 11:59 PM)	15
	MAKSS-CE-R Pre-test	Week 1	ungraded
	MAKSS-CE-R Post-test	Week 15	ungraded
			100

A. Description of Assignments

NOTE: All assignments must be completed—students cannot self-select (i.e., “pick-&-choose”) which assignments to complete; all assignments are required for a passing grade!

0. MAKSS-CE-R Pre-and Post-Test Assessment (Ungraded)

The *Multicultural Awareness, Knowledge, and Skills Survey - Counselor Edition-Revised* (MAKSS-CE-R), is designed to measure an individual’s multicultural counseling awareness, knowledge, and skills, and more specifically, to assess the impact of training on learners' multicultural counseling competence. You

will complete the 33-items assessment the first week of class (and you can easily self-score this), and again week 11, to measure your multicultural counseling competency development.

I. EXAMS (Midterm Exam 10 points; Final Exam 13 points)

We will have a multiple choice (worth 10 points) **Mid-term Exam** covering chapters 1-8, due **Week 8, Friday, October 14, 11:59 PM**, and a multiple choice (worth 13 points) **Final Exam** covering chapters 9-19, due **Week 16, Friday, December 9, 11:59 PM**, taken from the primary course textbook, *Developing Multicultural Counseling Competence: A Systems Approach, 3rd ed.*, by Hays & Erford.

II. SHORT QUIZZES (2 quizzes, 7.5 points each, totaling 15 points)

There will be two short quizzes—from SAMHSA. (2014). *Improving Cultural Competence*, Treatment Improvement Protocol #59. HHS Publication No. (SMA) 14-4849, Chapters 1 & 2—Introduction & Core Competencies (Week 5/Quiz 1) and Chapter 3—Culturally Responsive Evaluation and Treatment Planning (Week 7/Quiz 2).

III. D2L DISCUSSIONS (3 points each; 12 points total)

Students will submit questions on specific topics outlined by the instructor (see D2L “Discussion” page). We will have four discussion boards from McGhee’s *The Sum of Us* throughout the semester. Course texts and scholarly literature should be used to support comments and opinions, include citing and referencing at the bottom of your comment post, at least one source in each post to support your comments and opinions about that topic. Students are required to view peers’ posts, and to respond thoughtfully to at least two peers’ posts.

- Discussion Question #1—Original post due Friday 09/09; comments to others due Monday, 09/12.
- Discussion Question #2—Original post due Friday, 09/30; comments to others due Monday, 10/03.
- Discussion Question #3—Original post due Friday, 10/21; comments to others due Monday, 10/24
- Discussion Question #4—Original post due Friday, 11/11; comments to others due Monday, 11/14.

PROJECTS: (There are 3 projects worth 50 points total)

Project #1: Cultural Self-Analysis, 15 points.

Write a paper examining your cultural identity and its impact on your life and interactions with others in terms of the following questions. Please be sure to explicitly address all of the questions in each section. Papers should flow as a narrative story rather than a question and answer format.

Race, Ethnicity, Geography, and National Origin

What do you identify as your nationality background, racial group, and ethnic identity? In what geographic region were you reared? Are you the product of a rural or urban environment?

What values are typical of that region? Where did your ancestors come from? Why and how did you or your ancestors come to the United States? In what ways did you/they adjust to this new home? What aspects of your/their culture of origin were retained? What impact does this way of entering the United States and the subsequent adjustment have on your culture? On your identity?

Religion and Spirituality

What was your religious affiliation (if any) during your childhood? How did this come to be in your family? How are conflicts due to religious values resolved? What do you think this religious preference reflects about your heritage/culture? What is your religious/spiritual affiliation now (if any)? If it has

changed, how did that transformation happen?

Gender and Sexuality

What are your gender and sexual orientation? How are gender and orientation differences handled in your family of origin? How is sexism in your culture addressed? What behaviors, characteristics, beliefs, and values are defined by gender in your culture? How are gender roles divided? How is conflict between gender roles handled? What are some specific rules for marriage and childrearing in your culture?

Age and Accessibility

What is your age? Consider your interactions with your peers, as well as your elders. How does your age affect your experience in your family of origin? How has your degree of ability and accessibility shaped you as a person?

Class and Geography

What is the socioeconomic history of your family? What role or meaning does socioeconomic history have for people with backgrounds like yours? If your socioeconomic history is different now, how did that transformation happen? What were music, art, and clothing preferences like in your family of origin? What were the political preferences of your family of origin? How did this come to be in your family? What do you think this political preference reflects about your heritage/culture? What is your political preference now? If it has changed, how did that transformation happen?

Personal Relationships

Think of significant people in your life when you were a child/adolescent (i.e. parents/guardians, close relatives, teachers, clergy, siblings, etc.). What do you remember about their attitudes and feelings toward multicultural and diverse populations? How were racism, heterosexism, genderism, ageism, classism, etc. addressed? What did you overhear them saying about multicultural and diverse groups? Who determined the “social norms” and “rules” of your family? How were they enforced? How were they passed to younger members of the family/group? What events can you remember that involved personal contact with diverse groups? What were/are your thoughts, feelings, and reactions? How many of your close, long-time friends were members of multicultural and diverse groups? In what ways, if any, were these friendships different from other friendships you have with friends who reflect your own cultural groups? What significant events have affected your family and those closest to you?

Group Membership

When did you first become aware that you were a member of each of the groups that have shaped your identity, whether you chose to embrace or reject those aspects? Please add any other information you think is pertinent to your cultural identity.

Each paper should look like this:

Introduction

Introductory text for the entire paper goes here.

Race, Ethnicity, Geography, and National Origin

Witty and insightful text goes here.

Religion and Spirituality

Witty and insightful text goes here.

Gender and Sexuality

Witty and insightful text goes here.

Age and Accessibility

Witty and insightful text goes here.

Class and Geography

Witty and insightful text goes here.

Personal Relationships

Witty and insightful text goes here.

Group Membership

Witty and insightful text goes here.

Conclusion

Concluding text for the entire paper goes here.

Paper Length: 8-10 content pages (i.e., not including a cover and reference page). It is necessary to cite sources to support your beliefs; your paper should include at least 3 academic sources properly cited and referenced. How do the authors of the texts or other scholarly sources explain what you are experiencing? *Use APA format and maintain third person usage when not personally reflecting.*

Grading: Relevance and thoroughness in each of the nine sections (see above) are worth **9 points (1 pt per section)**, and correct APA format, writing style/grammar, and citations/references are worth **6 points; Total=15 points, due Week 4, September 16, 11:59 PM. Submit to Assignments.**

Project #2: Visceral Cultural Experience & Social Media Page, 20 points.

In order to work toward cultural competency, it is important that you read, experience, and learn about what and how minority cultures and/or disadvantaged groups feel and experience. Empathy, as Carl Rogers taught us, is a necessary attribute for the clinician to possess in order to form a therapeutic alliance with the client. Empathy begins by understanding the client through *their* worldview. Project #2 will afford you two opportunities to experience actually “walking in the shoes” of the Other. For both Part 1 and Part 2, consider your using your research and ethnographic reconnaissance skills.

Students will craft a social media page (e.g., Facebook, Tumblr, Weebly, Instagram, etc. or a Twitter thread) documenting their experience. Total = 20 points. The completed assignment is due Week 10, October 28, 11:59 PM.

Blog/record your thoughts, feelings, & experiences from both Parts 1 & 2 by using concepts and terms from the course material. See *Grading Rubric*, below, for suggested topic headings for your blog. **Submit the URL to D2L Also, make sure you disable controls so the instructor can access your site without needing to set up an account.**

Also, get started early.

Grading Rubric:

1. What and how did you feel, and how did these two experiences help you gain awareness of or new perspectives on white privilege and/or of how the minority culture navigates their surroundings and any personal biases that you were not aware of before these experiences? (self-awareness and reflection). Compare and contrast these experiences. **(4 pts)**

2. Using your best multimedia platform creativity while employing your graduate learner, professional, and ethical judgment, assemble a mosaic to describe your experience —photos of sites and artifacts (e.g., photo of menu, etc.); music or videos that express to your audience your thoughts and emotions, or that come from the cultures your visited. (4 pts)
3. From *Part 1*, consider what services the clientele utilizes (or might need) and create a resource list, including contact information, or provide direct links. (4 pts)
4. From *Part 2*, describe in your blog the cultural group you visited
Thoughtfully include what you surmise they (client’s worldview) experience on a daily basis as Other in a white, middle-class-dominated society (use concepts and terms from the course material and your own personal research). (4 pts)
5. From *Part 1* or *Part 2*, describe, based on course materials, how you would assess and apply counseling strategies for an individual from this culture/status group who is experiencing co-occurring mental health and substance abuse disorders (cultural and clinical competency). (4 pts)

Total = 20 points

Part 1. You will go to a local resource selected from the list below (or any other you locate) and have a meal. Yes, there is such a thing as a free lunch. You will need to figure out how to navigate your environment, which includes figuring out where to park to maintain your conspicuousness and anonymity. Go in, get in line, find a place to sit, and eat. Do not feel that you are taking food away from someone who needs it, they have plenty to go around. To gain the full experience, try to push yourself out of your level of comfort. It will be important for you to try to have conversations with other patrons. If you go with fellow classmates or friends, **do not sit together.** **You may not announce yourself**, such as, “I am a student at Winona State doing a school project.” Also, no substitutions—you must attend a “free meal” program.

Due to COVID-19 and other health restrictions and safety concerns, the following adjustment may be made to this assignment: review possible sites and contact one of the sites you were considering attending. Research how the site normally conducts business: who they serve? what are the cultural touchstones of the service/business? Check for online reviews or narratives regarding the business posted by previous visitors, clients or customers. Inquire as to how they are responding to the COVID-19 outbreak and other health concerns. How are they modifying their operation? What other food options, services or resources exist for their clientele? You might find photos of prospective agencies online to include in your social media page. Cite photos properly.

Suggested Sites:

La Crosse, WI

- **Place of Grace (Catholic Worker House)**: Meals served Thursday evenings 4:30-7:00 pm and Sunday 2:00-4:00 pm. 919 Hood St., La Crosse, WI 54601 (608) 782-6224.
- **Come for Supper**: Meals every Tuesday at 5:00 pm. Everyone is welcome. Our Savior's Lutheran Church, 612 Division St., La Crosse, WI 54601 (608) 782-3468.

Rochester, MN

- **Saturday Noon Meals**: 11:00 am social hour, 12:00 pm sit-down, family-style meal served every Saturday at **Christ United Methodist Church** (enter on the east side, the door near 4th St SW), 400 5th Avenue SW, Rochester, MN 55902 (507) 289-4019

* “*Christ United Methodist Church is a Reconciling Congregation. We acknowledge*

anyone who has felt the pain of exclusion and discrimination. Therefore, with open hearts, open minds, and open doors, we welcome people of all races, nationalities, theologies, and abilities. We welcome people of all sexual orientations and gender identities. We offer a safe and compassionate place to reconcile faith, identity, hope, understanding, and mutual respect.”

- **Salvation Army Meals Programs (scroll down to “lunch program”)**: Noon Meal Program, Monday through Friday, 12:00 to 12:45 pm, and Evening Meal Program, Mondays and Fridays, 6:00 pm, Salvation Army Service Center, 20 1st Avenue NE, Rochester, MN 55906 (507) 288-3663

Winona, MN

- **Bethany House (Catholic Worker House)**: Mondays and Fridays, 6:00 pm, 832 W. Broadway, Winona, MN 55987 (507) 454-8094
- **Central Lutheran Church (“The Feast”)**: Every Wednesday from 5:00-6:15 PM Central Lutheran Church hosts a delicious homemade meal open to everybody in the community. All meals are all-you-can-eat. A free-will offering is accepted from those able to contribute, but not at all required. 259 West Wabasha Street, Winona, MN, 55987 (507) 452-5156
- **Souper Tuesdays**: A free meal and fellowship every Tuesday from 11:30 am to 1:00 pm, Wesley United Methodist Church, 114 West Broadway, Winona, MN 55987 (507) 452-6783

Twin Cities

- **CRS Minneapolis**—*Free Community Meals* list: <http://csrmppls.info/freemeals> and <https://theopendoorpantry.org/resources/community-meals/>
- **Free Public Meals**: House of Charity Food Centre is located in downtown Minneapolis, 510 South 8th Street, Minneapolis, MN 55404 (612) 594-2000. Monday through Friday, 8:30 - 9:00 am, breakfast for women and children. Noon - 1:00 pm Lunch open to all. Weekends, 10:30 - 11:30 am, brunch open to all. *“We are the only public lunch program in Minneapolis open every day of the year. Staff and volunteers prepare and serve free, hot, nutritious meals to 350 men, women, & children each day.”*
- **Loaves & Fishes** has free daily dining sites throughout the Twin Cities metro area.
- **Union Gospel Mission** has two meal sites in St. Paul, one at the **Bethel Hotel** Men’s Residence, and one at the **Naomi Family Residence** (Women and Children).
- **Sharing and Caring Hands** Day Services Center, 525 North 7th Street, Minneapolis, MN 55405
612-338-4640, info@sharingandcaringhands.org. Meal times are Monday – Thursday: 10AM, 12PM, & 3:30PM, Closed Fridays, and Saturday – Sunday: 9:30AM & 11AM
- **Aliveness Project Food Shelf** (scroll down), 730 E 38th Street, Minneapolis, MN, 55407, (612) 822-7946, serves lunch from 12:00 to 2:00 PM, Monday through Friday, and dinner from 5:00 to 7:00 PM, Monday through Thursday, with a brunch from 11:00 AM to 1:00 PM on Saturday.

Part 2. You will visit a shopping area, restaurant, bakery, or another cultural business of your choosing. **Please—the intention is for more than just going to an Americanized Japanese Steakhouse, or an Americanized Mexican, Chinese, or Thai restaurant!** If you have questions about a setting, contact me beforehand. Full cultural immersion is your objective.

Purchasing gas and buying an item at a gas station owned by people of Somali descent or walking through a local Halal butcher shop/meat market does not count, either! To gain the full visceral experience of what it feels like to be the minority culture you will need to push yourself out of your comfort zone and have conversations with those who may not understand you, nor you understand them. Ordering something to eat, inquiring about a product that you may or may not want to purchase, and having conversations with employees and customers at one of the locations listed below (under “Some Ideas For You”), could accomplish this experience. But, I want you to sit for a while and “people watch.” Use all of your participant-observation skills.

Due to COVID-19 restrictions and safety concerns, the following adjustment may be made to this assignment: You may complete a “virtual cultural immersion experience” for the culture of your choice. You must complete a “virtual” (online) visit to at least three sites for the culture you have selected. For example, if you want to visit Somali cultural sites but cannot because of COVID or other health concerns, you may virtually visit a restaurant, mosque, halal market, community center, etc.

- **You may substitute a religious service or activity**, such as at the St. Kosmas and Damianos Greek Orthodox Church, Masjed Abu Bakr Al-Seddiq, Hindu Samaj Temple, Buddhist Support Society (temple), or the B'nai Israel Synagogue & Dan Abraham Jewish Cultural Center, all of which are in Rochester, Minnesota. I’m sure similar institutions exist in Winona or La Crosse, and especially in the Twin Cities.

SOME IDEAS FOR YOU

- **Shabelle Grocery & Restaurant** -Specializes in authentic African foods ranging from specialty meats, fish, grains, grocery, oils, fresh produce & spices. 2325 East Franklin Ave., Minneapolis, MN 55406 (612) 333-1101
- **Blue Nile Ethiopian Restaurant**, 2027 E Franklin Ave, Minneapolis, MN 55404 (612) 338-3000
- **Flamingo Ethiopian Restaurant**, 490 N Syndicate St, St Paul, MN 55104 (651) 917-9332
- **Holy Land Bakery & Deli** (Middle East), 2513 Central Ave NE, Mpls, MN 55418 (612) 781-2627
- **Fasika Ethiopian Restaurant**, 510 Snelling Ave N., St. Paul, MN 55104 (651) 646-4747
- **Chimborazo** (Ecuadorian), 851 Central Ave., Minneapolis, MN 55418 (612) 788-1328
- **Suuqa Karmel** (Karmel Square Somali Mall), 2936-2944 Pillsbury Ave S, Minneapolis, MN 55408

Karmel Square is a microcosm of Somalia’s rich cultural traditions- Somali snacks can be purchased, as well as prayer rugs- but most importantly, the mall has become a meeting place for the transplanted Somali community. The Suuqa Karmel adjoins Karmel Square and houses small, minority and immigrant owned businesses in a bazaar-type setting.

- **Safari Restaurant** (Somali), 3010 4th Avenue So., Minneapolis, MN 55408 (612) 353-5341
- **Qoraxlow Restaurant** (Somali), 2910 Pillsbury Ave S Minneapolis, MN 55408 (612) 822-4480

- **Hamdi Restaurant** (Somali), 818 E Lake St, Minneapolis, MN 55407 (612) 823-9660
- **Mercado Central**, a Latin American, open-air shopping experience—groceries, restaurants, clothing, etc. 1515 E. Lake St., Minneapolis, MN 55407 (612) 728-5400
Hours: Monday-Sunday, 10:30 am - 6:30 pm.
<http://visitlakestreet.com/directory/category/mercado-central>
- **International Marketplace**, often referred to as the “Hmongtown Marketplace” or “Hmong Flea Market,” is located a few blocks from the State Capitol, 217 Como Avenue, St. Paul, MN 55103 (651) 487-3700 or (612) 382-6403 open 8:00 am to 7:00 pm daily.
- **Destiny Café**, authentic Hmong food, .995 University Avenue West St Paul, MN 55104-4796 - (651) 649-0394

You can also search for ethnic cuisine at: <http://www.urbanspoon.com/c/29/Twin-Cities-restaurants.html>

LGTBQ

- **Lush Food Bar** (restaurant), 990 Central Ave NE, Minneapolis, MN 55413 (612) 208-0358
- **Lyn 65**, 6439 Lyndale Avenue S., Richfield, MN (612) 353-5501
- **Red Cow**, 393 Selby Avenue, St. Paul, MN 55102 (651) 789-0545
- **Café Brenda**, 300 First Ave N., Minneapolis, MN 55401 (612) 342-9230
- **Hopscotch Grill**, 600 Hennepin Ave S., Minneapolis, MN 55403 (612) 656-7300

Project #3: Special Population PowerPoint Presentation, 15 points

Each student will prepare a recorded (video/audio) PowerPoint (PPT) presentation on a multicultural counseling issue. The presentation should address an issue of your choice relevant to the content of this course that can be gainfully explored within the research traditions of a current school, mental health or addictions multicultural counseling issue. Examples of topics could be counseling Asian-American, Somali, or LGBTQ+ students, counseling elderly prescription drug abusers, interacting with parents of a different culture, counseling pregnant women with current or recent SUDs issues (or narrow it down further to a specific cultural group), etc. Your PPT presentation should provide background information on the topic (based on research found in journal articles and your textbook), including available local demographic data, as well as explanations for how culturally competent counselors can adequately address the counseling issue. These headings (at least one—or more—slide per heading) should be covered in your presentation:

- Introduction and relevance of the issue (Why it is a pressing multicultural issue?) **2 pts.**
- Research specific to the multicultural counseling issue/population (including available demographic data) **2 pts.**
- Advocacy considerations/social justice needs **2 pts.**
- What additional training, experience, education, etc., you would need to be effective with this population **2 pts.**
- How you would address the identified clients’ needs as an addictions, mental health, or school counselor **2 pts.**
- Conclusion **1 pt.**
- References **2 pts.** (references should be listed on the final slide with citations included throughout the PPT presentation).
- APA formatting and writing style/grammar are worth **2 pts.**

Total = 15 pts. Due Week 14, November 25, 11:59 PM)

B. Grading for Course

Points	Grade	Points	Grade
100-90	A	89-80	B
79-70	C	Points \leq 69	D

VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please silence your laptops, ipads, cell phones, watch alarms, and any other electronic devices that make noise.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this

class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students:

<http://www.winona.edu/diversity/estatement.asp>.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100,
 (www.winona.edu/rochester/):
 RCTC Counseling Center, UCR Room SS133; 285-7260
 (www.rctc.edu/counseling_career_center/)
 UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here:
<http://www.winona.edu/diversity/22.asp>.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at:

<http://www.winona.edu/sld/studentgrievance.asp>

IX. TENTATIVE* COURSE SCHEDULE

Week	Readings & Assignments
1 8/22 – 26	<u>COMPLETE</u> the <i>Multicultural Awareness, Knowledge, and Skills Survey - Counselor Edition-Revised</i> (MAKSS-CE-R) (Pre-test), Due Friday, August 26. 11:59 PM. <u>READ</u> Hays & Erford <i>Developing Multicultural Counseling Competence: A Systems Approach, 3rd ed.</i> , Chapter 1 —The Culturally Competent Counselor.
2 8/29 – 9/02	<u>READ</u> Hays & Erford, Chapter 2 —Cultural Identity Development, Chapter 3 —Social Justice Counseling, and Chapter 4 —Racism and White Privilege
3 9/05 – 9/09	McGhee, Intro and Chapters 1 – 3 for Discussion 1 <u>SUBMIT</u> McGhee Discussion Question #1—Original post due Friday, September 9; comments to others due Monday, September 12, 11:59 PM.
4 9/12 – 16	<u>READ</u> Hays & Erford, and Chapter 5 —Gender and Sexism and Chapter 6 —Sexual Orientation and Heterosexism. <u>SUBMIT</u> Project #1, <i>Cultural Self-Analysis Paper</i> , Due Friday, September 16, 11:59 PM.
5 9/19 – 23	<u>READ</u> SAMHSA. (2014). <i>Improving Cultural Competence</i> , Treatment Improvement Protocol (TIP) #59. HHS Publication No. (SMA) 14-4849, Chapters 1 & 2—Introduction & Core Competencies. <u>COMPLETE</u> Short SAMHSA Quiz #1 Due Friday, September 23, 11:59 PM.
6 9/26 – 30	<u>READ</u> McGhee, Chapters 4 & 5 for Discussion 2 <u>SUBMIT</u> McGhee Discussion Question #2—Original post due Friday, September 30; comments to others due Monday, October 3, 11:59 PM
7 10/03 – 07	<u>READ</u> SAMHSA. (2014). <i>Improving Cultural Competence</i> , Treatment Improvement Protocol (TIP) #59. HHS Publication No. (SMA) 14-4849, Chapter 3—Culturally Responsive Evaluation and Treatment Planning.

	<u>COMPLETE</u> Short SAMHSA Quiz #2 Due Friday, October 7, 11:59 PM.
8 10/10 – 14	READ Hays & Erford, Chapter 7 —Social Class and Classism and Chapter 8 —Disability, Ableism, and Ageism; <u>COMPLETE</u> Mid-Term Exam, due Friday, October 14, 11:59 PM.
9 10/17 – 21	<u>READ</u> McGhee, Chapters 6 – 8 for Discussion 3 <u>SUBMIT</u> McGhee Discussion Question #3—Original post due Friday, October 21; comments to others due Monday, October 24, 11:59 PM
10 10/24 – 28	<u>READ</u> Hays & Erford, Chapter 9 —Individuals and Families of African Descent and Chapter 10 —Individuals and Families of Arab Descent <u>SUBMIT</u> Project #2, <i>Visceral Cultural Experience & Social Media Page</i> , Due Friday, October 28, 11:59 PM
11 10/31 – 11/04	<u>READ</u> Hays & Erford, Chapter 11 —Individuals and Families of Asian Descent, Chapter 12 —Individuals and Families of Latin Descent, and Chapter 13 —Counseling Individuals and Families of Native American Descent
12 11/07 – 11	Module 9: <u>READ</u> McGhee, Chapters 9 & 10 for Discussion 4 <u>SUBMIT</u> McGhee Discussion Question #4—Original post due Friday, November 11; comments to others due Monday, November 14, 11:59 PM
13 11/14 – 18	<u>READ</u> Hays & Erford, Chapter 14 —Individuals and Families of European Descent, Chapter 15 —Individuals and Families of Multiracial Descent, and Chapter 16 —Spiritual Diversity.
14 11/21 – 25	<u>READ</u> Hays & Erford, Chapter 17 —Using Counseling Theories in Multicultural Contexts, and Chapter 18 —Multicultural Diagnosis and Conceptualization. <u>SUBMIT</u> Project #3, <i>Special Populations PowerPoint Presentation</i> , Due Friday, November 25. 11:59 PM.
15	<u>COMPLETE</u> the <i>Multicultural Awareness, Knowledge, and Skills Survey - Counselor</i>

11/28 – 12/02	<p><i>Edition-Revised</i> (MAKSS-CE-R) (Post-test) and Reflection Due Friday, December 2, 11:59 PM.</p> <p>Final Exam will be available Saturday, December 3 at midnight.</p>
<p>16 12/05 – 09</p>	<p>FINALS WEEK – Final Exam is due Friday, December 9, 11:59 PM.</p>

**syllabi are created with ideals, intentions, and goals in mind; however, some lessons, lectures, and presentations may be longer or shorter than anticipated and/or sometimes life just happens. This schedule is, therefore, tentative and may require adjustments and corrections throughout the semester.*