Department of Counseling and Higher Education  
EDCE 6860: MULTICULTURAL COUNSELING  
4 credits  
Class number: 2052  
Fall 2017  
Monday 3:05pm – 6:20pm  
McCracken Hall 208

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Office Hours
M: 3:00pm-5:00pm
W: 4:00pm-5:00pm
Or by appointment

Course Description:
To increase counselor knowledge and awareness related to working with diverse consumer populations. To increase counselor skills, effectiveness, and application of practical knowledge by examining various models of multicultural counseling.

Course Format:
This class is designed to be both didactic and experiential. Lecture, group activities, group discussion, and role plays will be utilized. Due to the interactive nature of this class, it is essential that you prepare for each class by reading the assigned material to effectively contribute to our class activities. You are expected to contribute to class discussion and exchange ideas, both in small and large group settings. Consistent participation is required and evaluated as a portion of the grade.

Student Learning Outcomes:
As a result of participation in this course, students will be able to
a. Describe advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.F.1.e).
b. Identify multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP II.F.2.a).
c. Apply theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP II.F.2.b).
d. Demonstrate understanding of multicultural and social justice counseling competencies (CACREP II.F.2.c).
e. Identify the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (CACREP II.F.2.d)

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f. Describe effects of power and privilege for counselors and clients (CACREP II.F.2.e)
g. Identify and describe various help-seeking behaviors of diverse clients (CACREP II.F.2.f)
h. Explain the impact of spiritual beliefs on clients’ and counselors’ worldviews (CACREP II.F.2.g)
i. Articulate strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP II.F.2.h)
j. Identify systemic and environmental factors that affect human development, functioning, and behavior (CACREP II.F.3.f)
k. Recognize cultural factors and apply advocacy strategies relevant to clinical mental health counseling (CACREP V.C.2.j; V.C.2.e), rehabilitation counseling (CACREP V.D.2.s; V.D.3.c), and school counseling (CACREP V.G.2.a)

**Attendance Policy:**
Students’ absence or lack of participation impacts both the content and process of our classroom community, so to the extent possible, be here and be engaged! Students who miss class are responsible for contacting the instructor (prior to the absence if possible) and completing all coursework and/or assignments. Students have one absence to use for any reason without penalty. Each subsequent absence (no more than 3) will result in an automatic 5% grade reduction. Consider, in a 15-week class, missing 4 classes means you have missed approximately 25% of the class. If a total of 4 classes are missed, students will automatically earn a C (the equivalent of a graduate school F), which is not eligible to submit for licensure in Ohio without retaking the course. Being absent does not excuse the student from any coursework assigned or due during the missed class. Excused absences are outlined in the Ohio University Faculty Handbook and appropriate documentation must be submitted within 1 week of the absence. Absences not identified in the handbook may be approved at the discretion of the instructor for extenuating circumstances.

**Campus Closures:**
In the event an emergency, weather-related or other, alerts of campus closures are available at AlertOHIO.

**Required Readings**
*There is no required textbook to purchase for the course.* The course will utilize the Alden Library resources for required readings as a part of Alden Library’s Alt-Textbook Initiative. Required readings will be accessible in Blackboard (under Course Materials) for a limited time (Thursday 12:00am the week prior to reading due date through Sunday 12:00am following the reading due date). The detailed records for reading materials available through Ohio University Libraries are hyperlinked into the required readings reference list below (p. 10).

**Grading Policies:**
All students receive a grade of A-F, WP, WF, FN or I (Receiving an “I” means that the student has not completed the work required for a regular grade. The student must have the instructor’s permission to receive the Incomplete. The student must complete the work within the first two weeks of [the] next semester of enrollment or two years from the end of the term in which the grade of “I” was given, whichever comes first, or the “I” converts automatically to an “F,” per the Ohio University Graduate Catalog 2015-2017). No PRs will be assigned for the course.

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The quality, effort, and timeliness of assignments is completely up to you, but know that these factors have a strong, positive correlation with your grade.

Classroom Participation (20% of grade)
Attendance at all class meetings and active participation therein is essential to each student’s individual learning and that of peers. Poor participation and absences will negatively affect the student’s final grade. Participation grades may be lowered up for the following: habitual (i.e., 3 or more times) tardiness and/or early departure from class, text messaging and inappropriate use of electronics during class discussion. Because of the nature of this class, it is especially important that we fully attend, actively listen and empathically respond to one another as we share and hear narratives and experiences related to culture and identity. Your engagement and participation adds to the richness of our discussions and makes each person an active member of our class. Students are expected to be present and prepared to discuss readings, assignments, and course content. The class will not be a reiteration of assigned readings; therefore it is the student’s responsibility to stay abreast of all reading assignments. Come prepared with questions, reflections, and ideas on the reading materials. Students’ final course grade will be affected by their in-class participation. Therefore, participation will be evaluated in the following way:

- **Excellent:** Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others. (Earns between 95%-100%)
- **Satisfactory:** Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion only rather than study, thought, and contemplation. (Earns between 85%-94%)
- **Minimally Acceptable:** Passive participation: present, alert, attentive, but not actively involved. (Earns between 75%-84%)
- **Unsatisfactory:** Uninvolved: absent, present but not attentive, alive and breathing, or sleeping. (Earns between 50%-74%)
- **Yeah Right:** Not constructively involved: Irrelevant contributions that inhibit the progress of the discussion, regularly talking over others in class, distracting or disruptive. (Earns less than 49%)

Students will occasionally have Multicultural Class Activity (MCA) assignments including reflections, activities, etc. to complete prior to class for the purpose of in-class discussion. These MCAs will be a part of the participation grade and will be assigned in class and posted online in BlackBoard. **MCAs are due by 12:00pm. Late submissions are not accepted for credit.**

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Cultural Identity Portfolio (50% of grade)
We are all influenced by our cultural background whether we are aware of it or not. The portfolio is an opportunity to reflect on your own cultural identity, assess and critically evaluate your self-awareness and skill, develop a plan for advocacy as you practice as a counselor-in-training and future professional. The portfolio should contain several items (A-D):

A. **Part I: Cultural narrative and timeline** (20% of grade)

1. **Cultural narrative:** The following questions (adapted from Schwarzbaum & Thomas, 2008) provide a framework to assist you in writing your cultural autobiography. This narrative includes exploration of some history and experiences that shape your cultural narrative. Your narrative should be approximately 7-8 pages and include description of significant experiences related to your awareness of your cultural identity, how you see yourself as a cultural being, and meaning-making process in your narrative. The narrative can be arranged thematically, chronologically, etc., but ensure that you **clearly answer** the following questions within your narrative:
   i. How do you feel others identify or label you culturally?
   ii. What are your racial and ethnic identity labels? Describe your progression along the racial identity models we have reviewed. Describe your understanding and experience of privilege and/or oppression related to your racial identity.
   iii. What do you know about your family’s immigration history/entry into the United States? Describe. How do you and your family members align with the *Dominant American Values* discussed in class? Do the “American” values differ within the cultural dynamics of your family and socialization? Describe.
   iv. Describe your experience of socialization related gender and sexual orientation. What are the roles and expectations you learned associated with your gender? Describe the messages you received about sexual orientation and couple relationships growing up.
   v. What were you taught about your family’s socioeconomic status throughout your life? Was social class (yours or others) openly discussed, observed, assumed, etc.? Did you often interact with those whose SES background differed from your own? Describe a critical incident that made you aware of your social class.
   vi. In what spiritual or religious tradition were you raised, if any? How do you understand faith and religion today? Are there any faith traditions you currently follow? What does spirituality mean to you and what is its importance in your day-to-day life?
   vii. How do you culturally identify? Include the identities (woman) or identity intersections (Latina woman) you view as most salient and describe why these are most salient for you.
   viii. How has your cultural identity served as a source of strength in your life?
   ix. Have you ever experienced any part of your cultural identity as a challenge, problem, difficulty, or deterrent in your life?
   x. As you think about your cultural identity, what do you wish others understood about you and your culture?
xi. As you reflect on your cultural identity, what do you want to further explore? How could this exploration (e.g., exploration into values about social class, implicit racial bias) impact your work as a professional counselor?

2. **Timeline:** Create a visual timeline citing “critical incidents” apart of one’s cultural narrative. We will discuss several examples of critical incidents in class. Some timeline format suggestions include Prezi, timeglider, PowerPoint. The timeline can be as visually creative as you wish. You can use personal photos, web images, hyperlinked websites, etc. The timeline should be an expansion on some of the events, experiences and context discussed in your cultural narrative.

B. **Part II: Self-assessment (10% of grade)** The self-assessment will be an in-class activity using counselor assessment tools and integration of peer feedback (based on your lab experience) with critical self-evaluation of your strengths, areas for growth, and implications for your professional development in multicultural and social justice counseling competence.

C. **Part III: Advocacy plan (10% of grade)** Using the ACA (2003) Advocacy Competencies, students will develop an advocacy action plan specific to their area of training (e.g., CMHC, CMH/CLRC, CMH/SC, SC). Time will be provided in class to work on the plan, but a final plan will be submitted in Week 16.

D. **Part IV: Group case conceptualization (10% of grade)** Between Weeks 5 and 6, students will receive a client case study to conceptualize in small groups of 3-4 students. The group paper will be a joint project and should include information from course lectures, class and lab discussions, readings, professional literature, etc. as a part of the ongoing case conceptualization process. Several case-specific resources will be provided to each group and time will be set aside in class to work on the paper and ask questions. Each student will submit a copy of the group case conceptualization AND a 1-2 page personal reflection/reaction to their case. The assignment format will be provided on Blackboard and discussed in class. The final class meeting will be a presentation of the case conceptualization. Students should provide a resource list to share with classmates.

**Exam (10% of grade) Complete on Blackboard**
As you prepare to take licensure and certification exams, you will need to practice taking multiple choice exams questions on counseling content. You will notice that these test questions are focused on counseling knowledge and will largely be taken from the “Cultural Dimensions” portion of our class, focusing on content information about various cultural groups, history of multicultural counseling, etc. The exam will include multiple choice questions with an essay question extra credit opportunity.

**Multicultural Lab (10% of grade)**
This course has a lab associated with the classroom lecture. Therefore, students will participate in lab experiences during and outside of the classroom throughout the semester. These lab experiences are designed enhance the development of multicultural and social justice counseling competence, including facilitating awareness of self and others, application of knowledge, and development/demonstration of counseling skills. A portion of the lab grade will include active participation in the group and openness to feedback in the group setting. Labs are divided into two segments described below:

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A. **Multicultural Lab** (outside of class) will consist of students meeting with the instructor/doctoral student(s) in a process group format for approximately 60 minutes for a total of 6 weeks in the George E. Hill Center. A central component in developing multicultural counseling competence is self-awareness. Wrestling with issues of identity, privilege and oppression can be challenging. This portion of the multicultural lab is an opportunity to process experiences and reflections related to students’ experience of culture and identity, and relation to students’ development as counselors.

B. **Multicultural Lab** (in class) will consist of students practicing the counseling skills outlined in the *Multicultural and Social Justice Counseling Competencies* (Ratts et al. 2015), endorsed by the American Counseling Association. Students will focus on the content areas discussed in class, including broaching culture in counseling, helping skills, assessment, and conceptualization. This is an opportunity to practice skills and receive immediate feedback. This is designed to be a developmental, experiential process in which students can observe one another, give and receive feedback, and further develop their skills.

Multicultural Lab Video Journal (10% of grade) Submit to Blackboard
Students will complete a video journal (between 10-12 minutes) of (a) their experiences and development in the multicultural counseling class, (b) development in multicultural and social justice counseling competence, and (c) identity as a “Counselor-Advocate-Scholar” (Ratts & Pedersen, 2016) in connection to their work as a CMHC, CMH/CLRC, CMH/SC, or SC practitioner in a professional setting.

**Late Work Policy**
Life happens, but class goes on. You will not fail graduate school because of a late assignment. If something occurs and you are not able to complete an assignment by the due date and time (11:59pm for all course requirements [see p. 3]), you will have an extra week to hand in the assignment to have the possibility of an A. If your assignment is turned in at 12:00am, your assignment is still late. The *maximum* grade possible after one week will be 90%, or 95% if submitted within 24 hours, *assuming* your completed assignment is perfect. Use that time to get your assignment as close to perfect as you can. Submitting a rushed, poorly written paper will hurt your grade more than a late, well-written paper. Any point deductions will occur from the adjusted point total. This is an opportunity to earn partial credit if individual circumstances result in late work. Know that documentation for insurance billing does not work the same way. *It is the student’s responsibility to keep track of assignment due dates and submit assignments appropriately.* See chart below for maximum possible credit for late work.

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Maximum Grade</th>
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<tr>
<td>Within 24 hours (by 11:59pm)</td>
<td>95%</td>
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<tr>
<td>Within 7 days (by 11:59pm)</td>
<td>90%</td>
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<tr>
<td>Greater than 7 days</td>
<td>50%</td>
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Note: Late submissions for participation grade MCAs (due at 12:00pm) receive no credit.

**Required Technology:**
All students are required to submit assignments to LiveText or Blackboard. Technology is great, until it’s not. If you have trouble submitting materials using these programs, please email me communicating software issues *with your assignment attached*, prior to the deadline to avoid a late submission. See above for late work policy.

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Blackboard:  
Students are responsible for accessing course materials on Blackboard, the University web-based program for course management. Students may access this course on Blackboard and how-to-guides online. Participation on Blackboard (i.e., MCAs) on a regular basis will be part of students’ class participation grades. An active OAK account is required to access BlackBoard.

LiveText:  
The College of Education has adopted the use of LiveText software system. This course will employ LiveText for document submissions, evaluations, and feedback throughout the semester. LiveText may be purchased through the University bookstores or online.

NOTE: All written assignments should be completed using the sixth edition of the American Psychological Association (APA) Manual.  
Failure to complete assignments using correct APA format will result in grade reduction (maximum 10%). Another helpful resource is Purdue OWL. Additional APA and Writing Resources are also provided online in BlackBoard. I recommend purchasing the Manual in addition to reviewing the online materials to avoid losing points for formatting.

Academic Integrity and Honesty:  
Students enrolled in a graduate course at Ohio University are expected to abide by principles of academic integrity and honesty. It is expected that assignments and examinations are undertaken and completed independently (excludes group assignments) and with the use of approved resources. All references must be appropriately cited, including the use of internet-based materials. Please see Sections 6.01-6.03 of the APA manual for clarification on plagiarism. Failure to abide by such principles of honesty and appropriate use and citation of references will be handled with the greatest severity, with ramifications ranging from a failing grade on an assignment to expulsion from Ohio University. Students may appeal academic sanctions through the grade appeal process. Please note that Office of Community Standards and Student Responsibility may impose additional sanctions.

Student Expectations:  
In this course you will be required to demonstrate competencies that cannot be adequately evaluated based on written assignments and classroom discussion alone. Therefore, a passing grade for this course requires successful performance on nine factors that have been established as essential for performance as a competent and ethical counselor (Frame & Stevens-Smith, 1995). You are expected to be: (a) open, (b) flexible, (c) positive, (d) cooperative, (e) willing to use and accept feedback, (f) aware of impact on others, (g) able to deal with conflict, (h) able to accept personal responsibility, and (i) able to express feelings effectively and appropriately. You will be informed by the instructor if your performance on any of these factors is substandard and will be given specific, written feedback with guidelines for improvement.

Students are expected to adhere to the American Counseling Association (2014) Code of Ethics.
The Gladys W. and David H. Patton College of Education Core Values

As a Unit, we prepare graduates who are CALLED to LEAD: Change Agents who are Lifelong Learners committed to Embracing Diversity and LEADership. Our leader-educators, practitioners, and human service professionals share our commitment to serving society responsibly as change agents in meeting diverse human and social needs.

Instructor’s Note:
As we progress through the semester, remember that you are both teacher and learner. I encourage you to embrace the power of that role and lead in sharing your ideas and experiences so we can learn from one another. Your personal, academic and professional experiences add to the diversity and depth of our discussions in relation to our course topics. This class involves a great deal of information and emotional content. I invite you to engage in critical reflection, both personal and professional, as we discuss issues specific to counseling and general to the world in which we live. The magnitude of the issues we discuss is such that students often say they feel overwhelmed. I encourage you to consider the words of James Baldwin in his collection of essays, Nobody Knows My Name, “The world is before you, and you need not take it or leave it as it was when you came in” (1961, p. 137). Remember that you are CALLED to LEAD.
Welcome to multicultural counseling and I look forward to teaching and learning with you.

Commitment to Diversity and Inclusion:
The counselor education program is committed to diversity and respect for all individuals. My goal, both in class and in our individual interactions, is to create a culture of inclusion for students. I believe that multidimensional diversity and purposeful inclusion of marginalized voices contributes to the learning environment, enriching our academic curriculum and providing opportunities for intra- and inter-personal understanding. As a classroom community, we are each responsible for creating an environment that values our visible and invisible identities, including ability, age, class and economic background, ethnicity, gender and gender identity, language, national origin, race, religion/spiritual beliefs, and sexual/affectional orientation. Our classroom is an opportune setting to practice the core counseling conditions of congruence, empathy and unconditional positive regard for the similar and different people we encounter.

Commitment to Accessibility:
Ohio University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. Any student who suspects that an accommodation is needed based on the impact of a disability should contact the class instructor privately to discuss the student’s specific needs and provide written documentation from the Office of Student Accessibility Services. If not yet registered as a student with a disability, please contact the Office of Student Accessibility Services.

Course Calendar

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<thead>
<tr>
<th>Date</th>
<th>CACREP</th>
<th>Topic Areas</th>
<th>Required Reading</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>8/31</td>
<td>II.F.2.b, II.F.2.d</td>
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<td>Review Syllabus</td>
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<td>Multicultural Counseling Foundations:</td>
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<td>An Introduction</td>
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<td>Week 2</td>
<td>9/7</td>
<td>II.F.2.b-e</td>
<td>Robinson-Wood Ch. 1 (pp. 3-20) Jackson (1995)</td>
<td>Student Information Sheet</td>
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<td>Multicultural Counseling Foundations:</td>
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<td>A Monocultural vs. A Multicultural Lens</td>
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| Week 3 9/14 | II.F.2.b II.F.2.d-e II.F.2.h | Multicultural Counseling Foundations: Privilege, Oppression, and –isms | Tatum Ch. 1 (pp. 3-17) Schwarbaum & Thomas Chs. 2-3 (pp. 13-50) | Multicultural Lab |
| Week 4 9/21 | II.F.2.a-b II.F.2.d-e II.F.3.f | Multicultural Counseling Foundations: -Isms and Identity | Tatum Ch. 2 (pp. 18-28) Moore-Thomas* (pp. 34-56) | Multicultural Lab |
| Week 5 9/28 | II.F.2.a-f | Cultural Dimensions: Deconstructing “White European American” | Tatum Ch. 6 (pp. 93-113) Hays & Shillingford-Butler* (pp. 92-126) DiAngelo (2011) | Multicultural Lab |
| Week 6 10/5 | II.F.2.a-f | Cultural Dimensions: Deconstructing “People of Color” | Tatum Chs. 8-9 (pp. 131-190) Schwarbaum & Thomas Section II (pp. 51-71) | Multicultural Lab |
| Week 7 10/12 | II.F.2.a-f | Cultural Dimensions: Gender, Gender Identity, and Sexual/Affectional Orientation | Singh & Mingo* (pp. 127-153) Chaney & Brubaker* (pp. 154-187) | Multicultural Lab |
| Week 9 10/26 | II.F.2.a-g | Cultural Dimensions: Worldview, Religion, and Spirituality in Counseling | Frame Ch. 1 (pp. 1-33) Cashwell & Giordano* (pp. 503-532) | Portfolio I |
| Week 11 11/9 | II.F.2.b-f II.F.2.h II.F.3.f | From Multicultural Counseling Competence to Multicultural and Social Justice Counseling Competence (MSJCC) | Duan & Brown Ch. 3 (pp. 52-76) Crethar et al. (2008) Ratts et al. (2016) | Portfolio II (in class) |
| Week 12 11/16 | II.F.2.a-h II.F.3.f | Applied MSJCC Lens: Culture, Privilege, and Oppression in Assessment, Conceptualization and Counseling Approaches | Sue & Sue Ch. 5 (pp. 115-145) Allport Ch. 9 (pp. 142-162) | Multicultural Lab (in class) |
| Week 13 11/23 | N/A | University Closed: No Class | N/A | Self-Care |
| Week 14 11/30 | II.F.2.b II.F.2.d-e II.F.2.h | Applied MSJCC Lens: Help-seeking and the Helping Relationship | Sue & Sue Chs. 3-4 (pp. 57-113) Day-Vines et al. (2007) | Multicultural Lab (in class) |
| Week 16 12/14 | N/A | Applied MSJCC Lens: Portfolio IV Group Presentations | N/A | Portfolio IV Video Journal |

*It is recommended that you review the required readings in the order presented here in the course calendar.*

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Required Reading Reference List


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