



Graduate School of Education

Department of Educational Psychology
COUNSELING PSYCHOLOGY AND SCHOOL COUNSELING PROGRAM
THE GRADUATE SCHOOL OF EDUCATION
RUTGERS UNIVERSITY
COURSE: MULTICULTURAL ISSUES
SECTION 01 (15:297:507:90) - FALL 2021

Time: Wednesday, 5:00p-8:00pm **Location:** Online (Zoom) **Credits:** 3 semester hours

Dr. Clewiston D. Challenger, PhD Email: Clewiston.challenger@gse.rutgers.edu Phone: Office Location: 10 Seminary Place- Office # GSE 307	
Office Hours- Mondays 4:00p-4:45p or by appointment	Prerequisites or other limitations: N/A
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

NOTE: This syllabus is subject to change. Any changes to the syllabus shall be distributed in writing, which may include electronic communication.

***In an effort to help mitigate the spread of the transmission of COVID-19, all students and instructors in classrooms are expected to wear a cloth face covering and practice social distancing of 6 feet between yourself and others. The cloth face covering should cover the mouth and nose at all times. In the interest of everyone's health and safety, if individuals are not complying with these mask and social distancing guidelines, they may be asked to leave class or the class meeting may be cancelled. ***

Course Meets Virtually on Zoom

Class meeting Zoom link:

<https://us02web.zoom.us/j/6848576882?pwd=a1hJdUN4R2ZWmnhZemt2VlhHUkdrUT09>

Meeting ID: 684 857 6882

Passcode: 53FAsb

Course Description:

This course examines the influence of cultural and ethnic differences on the delivery of counseling services. Students will explore a variety of topics including culture, ethnicity, race, nationality, age, gender, sexual orientation, mental and physical characteristics, education, values, and socioeconomic status. The focus is to provide students with heightened awareness and appreciation of differences. Students will discuss how differences may impact the counseling relationship. Students will examine their own attitudes, behaviors, perceptions, and biases in order to develop cultural awareness in counseling approaches. Topics include theories, strategies for effective culturally responsive counseling and assessments and ethical delivery of services. This course is designed to develop appropriate skills, competencies, and knowledge of counselors working with diverse populations.

Course Scope:

This course will assist students in developing a better understanding of their culturally-based beliefs and assumptions. This course also helps students develop a better understanding of key cultural and environmental (ecosystems) factors that influence students' school performance and client success. Students will learn to identify factors (culture, ethnicity, race, nationality, age, gender, sexual orientation, personal characteristics, values, socioeconomic status, etc.) that impact relationships and individual worldview.

Please understand...

In this course, we will be discussing many sensitive issues that may at times make some of you feel uncomfortable, isolated, guilty, angered, upset, frustrated, or triggered. It is not the intention of the instructor to make any student feel excluded, not heard, unsafe, intimidated, threatened, or marginalized. It is the goal of the instructor to raise awareness of the sensitive issues among marginalized populations, races, and cultures. If any of the topics discussed in this course do offend you or personally triggers you, please be advised that you may face some challenging times in this class. However, I am asking you in advance to be open-minded, be welcoming of all ideas, and to recognize that whether or not these ideas are similar to yours or contra to your perspective, experience, or morals, they deserve a space to be shared. This is the space.

In addition, I am asking that you practice candor AND vulnerability in this course, for the instructor will do his best to make it a safe space to do so. If at any time you do not feel the class presents itself to be a safe space to vocalize your thoughts, ideas, and opinions please a) let the instructor know (via email, office hours, or talk before or after class) or b) choose to "sit out" in certain topics we are discussing that make you feel deeply uncomfortable and/or unsafe. Option B, however, does NOT exempt you from participating in class each week. Be advised that you will receive participation points (up to 6pts max) for class each week. **Not participating in ANY aspect of the class will earn you 2 points for showing up instead of the full 6 points that can be earned.** This class presents an opportunity for you to practice inclusion, tolerance, and acceptance while you go through this journey in the Multicultural Counseling course this semester (and beyond...)

Course Objective:

1. Gain knowledge relevant to becoming a culturally competent counselor, i.e., theories, models and concepts pertaining to multicultural counseling;
2. Understand and acknowledge cultural values and personal biases;
3. Become aware of ethical and legal issues when working with multicultural issues;
4. Gain greater insight and understanding of issues of diversity and inclusion by challenging own attitudes, beliefs through experiential activities;
5. Develop counseling skills and strategies to confidently work with diverse population (families, gender, LGBTQ, English learners, immigrants, students with disabilities, socioeconomics and race/ethnicity);
6. Assess cultural sensitivity and awareness for self and school;
7. Practice advocacy, leadership, collaboration to support safe school climate;
8. Systemic change agent for policies that may impede student growth;
9. Explore issues of stereotypes, micro-aggressions, oppression, discrimination and the role of privilege; and
10. Use data to close the gaps among diverse student populations and disaggregated.
11. Understand counseling theories and practices for college student affairs.
12. Demonstrate, in class exercises and individual sessions, a thorough understanding of effective counseling skills including listening, communication, conflict resolution, and interview skills.
13. Gain an awareness of appropriate counseling theories and techniques used by student affairs professionals.
14. Examine and implement intervention skills in college student affairs.
15. Effectively apply information and insights gained in readings and class discussion to practical situations.
16. Identify referral situations and know how to refer.
17. Understand and apply professional and ethical standards to issues in counseling.

CACREP CRITICAL COMPETENCIES

1. Develop knowledge and understanding of how cultures influence values, behaviors, and perceptions. **(CACREP Professional Identity [PI] II.G.2.a., b., & e.)**
2. Develop an understanding of how cultural influences are integrated into personality development. **(CACREP PI II.G.2.a. & b.)**
3. Identify and analyze the similarities and differences between major cultural groups. **(CACREP PI II.G.2.a.)**
4. Examine and discuss the relationship between socioeconomic factors and culture. **(CACREP PI II.G.2.a.)**
5. Examine and discuss the relationship between culture and family dynamics. **(CACREP PI II.G.2.a.)**
6. Accurately assess the counseling needs of individuals, couples, and families from different cultures. **(CACREP PI II.G.2.a. & c.)**
7. Demonstrate knowledge in utilizing counseling theories and techniques in a culturally sensitive manner including any modifications to theories or techniques when providing cross-cultural counseling. **(CACREP PI II.G.2.c. & d.)**

8. Identify cultural barriers that potentially affect the counseling process. **(CACREP PI II.G.2.b. & c. & d.)**
9. Analyze and critique how institutional barriers, both real and perceived, affect access to mental health services. **(CACREP PI II.G.2.d.)**
10. Analyze and critique the concept of 'bias' and how it can interfere, consciously or unconsciously, with the counseling process. **(CACREP PI II.G.2.b. & d.)**
11. Accurately assess, and compensate for, personal cultural influences on counseling style. **(CACREP PI II.G.2.b. & c.)**
12. Examine and evaluate ethical and legal issues. **(CACREP PI II.G.2.f.)**
13. Cultural factors relevant to clinical mental health counseling **(5.C.2.j)**

ACCREDITATION STATEMENT

This course addresses the following curriculum components stipulated by the Council for the Accreditation of Counseling and other Related Programs (CACREP) Standards.

Method of Instruction:

To achieve the objectives of this course and address the course content, the instructor will employ a variety of teaching interventions that will include lecture, small group discussions, whole-class discussion, individual projects, cooperative learning groups, case studies lectures, role plays, facilitated reflection, videos, and experiential activities.

Course Structure and Format:

This course will meet weekly and conducted virtually (via Zoom) in an online setting. Meaning, the class will meet synchronously each week on a virtual platform (i.e. Zoom). Students are encouraged to attend remotely and are expected to participate in the class activities (i.e. breakout groups, discussions, mock scenarios) as well as engage in the lecture delivered by the instructor.

Preparation for Class: Readings/Experiential Activities/Discussions:

Students will be expected to come to class prepared for the topic of the day and will demonstrate knowledge of the subject matter by participating in class discussions and experiential activities such as role plays. Attendance of each class is expected.

Technical Assistance:

People in this course will be using different types of computers and software, and you may experience technical problems from time to time. ***If you are having technology problems***, such as linking to email, accessing RutgersOnline.net, problems with buttons on RutgersOnline.net, problems downloading and viewing documents, password problems, or other tech problems, you must first contact the **HELP Desk at 1-877-361-1134**. The Help Desk staff is trained to address many different types of technology problems. ***If it turns out that there is a problem that I must correct, The Help Desk staff will contact me.***

Required Texts/Reading:

Adams, M., Blumenfeld, W. J., Castañeda, C. R., Hackman, H. W., Peters, M. L., & Zúñiga, X. (2018). *Readings for diversity and social justice (Fourth edition)*. New York: Routledge.

**Note: you can also purchase the Third Edition instead, however, this edition may not have some updated information.*

Resource Texts (optional, not required):

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). *Counseling the culturally diverse: Theory and practice*. (8th ed.). New York, NY: John Wiley.

Note: *Class lectures will be aligned with this textbook, it is encouraged that you get it, but not required.*

Holcomb-McCoy, C. (2007). *School counselors to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press.

ASCA Ethical Standards for School Counselors-

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

ASCA Professional School Competencies-

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

Recommended Reading (not required):

Oluo, I. (2019). *So you want to talk about race*. Seal Press.

DiAngelo, Robin J. [*White Fragility: Why It's so Hard for White People to Talk About Racism*](#). Boston: Beacon Press, 2018.

Howard, T. (2010). *Why race and culture matter in schools: Closing the achievement gap in America's classrooms*. New York: Teachers College Press.

Arredondo, P., Toporek, R., Pack Brown, S., Jones, J., Locke, D. C., Sanchez, J., & Stadler, H. (1996). Operationalization of the multicultural counseling competencies. *Journal of Multicultural Counseling and Development*, 24, 42-78.

Sue, D. W., Arredondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Counseling & Development*, 70, 477-486.

Sue, D. W., Bernier, J. E., Durran, A., Feinberg, L., Pedersen, P., Smith E. J., & Vasquez-Nuttall, E. (1982). Position paper: Cross-cultural counseling competencies. *The Counseling Psychologist*, 10, 45-52.

CLASSROOM POLICIES

Note: This syllabus is subject to change. Any changes to the syllabus shall be distributed in writing, which may include electronic communication.

Late Assignments Policy

Late assignments will be accepted. Most assignments will be due at 11:59p on a certain date (see course calendar). Assignments should be submitted/uploaded online into Canvas under the correct submission folder.

- **Assignments turned in 24 hours** after the due date/time (i.e. assignment due Monday at 11:59p but turned in Tuesday BEFORE or at 11:59p) will **not** lose points. Full points can be earned if assignment is turned in 24 hrs. late.
- **Assignments that are 25 hours to 48 hours late** (over 1-2 days late) will lose 10 points off the final score earned on the assignment (i.e. if I score the late assignment at 90 points on a 100pt assignment, I will take off an additional 10 pts from the 90 score to give a final score of 80pts earned on the late assignment). **Example:** If an assignment was due on Monday at 11:59p but student turned it in on Wednesday at 10:00a, that is beyond the 24 hour “grace period” and is not subject to a 10-point deduction on the assignment automatically.
- **Assignments turned in 48 hours (2 days) late or later** (up to the end of the semester before grades are submitted by the course instructor) can only earn half credit (MAX) or less for the assignment based on the quality of the work turned in (i.e. If the assignment was worth 200 pts if turned in on time, it is now going to be graded starting at 100 pts, or half the worth of the assignment. So, the max that can be earned is half credit, or less). **Example:** If the assignment was due on Monday at 11:59p but is turned in on Thursday (anytime on this day), it is not over 48 hours late. Students can earn a maximum of half of what the assignment was originally worth. Depending on the quality of work. The course instructor could award less than half due to content quality.

Electronic Devices

As part of your preparation for the counseling profession, students are expected to give their full engagement to the class along with high involvement and a strong display of participation when in attendance. This means, all mobile devices (i.e. cell phones, tables, laptops, and other electronic devices) must only be used for class purposes only. All electronic devices should be silenced to avoid disrupting the class. Excessive attention to your electronic device will negatively impact your professional demeanor and participation grade.

Note: If you have to make an emergency call, please excuse yourself from the class to do so.

Scheduled Class Breaks

Our classes meet for 3 hours each week. Each class will have 2 scheduled 10-15-minute breaks during that time. First break is usually after the first hour of class and the second break is after the 2nd hour of class. During the scheduled break students can take that opportunity to use electronic devices for personal reasons. Students are also encouraged to use the restroom, purchase food, stretch and walk-about during the scheduled break.

GRADING

This course emphasizes the importance of both acquired knowledge, awareness (personal, social, cultural, world) and basic counseling skills (practice) and client perspective (worldview). Your final grade is based on the following assignments:

POINTS

Professional Development/ Demeanor/

Class Participation (15wks @ 6 pts/class)	90
Classroom Reflection Responses (10x @ 10pts each)	100
Personal History Paper (750-1000 words, see rubric)	100
Film Response Paper (13 th (2016) Netflix film, 700-1000 words, see rubric).....	100
Immersion Project (various options, see rubric)	200
Racial Identity Development Paper (1200 words, see rubric)	200
Evolution Paper (1000-1200 words, see rubric)	100
Evolution Presentation (5-8 min presentation, see rubric)	100
Bonus (TBD)	20
Total possible points	1010 pts

Grading Scale: (Grade = Points Earned)

A	= 950-1010+	C+	= 600-699
B+	= 900-949	C	= 500-599
B	= 800-899	F	= 599 and below
B	= 700-799		

ASSIGNMENTS

1) Professional Demeanor/ Class Participation (6pts/class=90pts)

Class attendance is voluntary. You are graduate students, you can decide on your own if you wish to attend class or not. However, students will receive a grade each class assessing the extent of their behavior that is professional in the classroom and level of participation. Low participation to no participation in each class will result in 2 points out of 6 possible points that can be earned. Students are expected to treat one another with respect and to contribute to the development of a classroom environment that encourages knowledge acquisition and skill application.

Class attendance and constructive participation in all aspects of the course are expected.

Here are some ways you can participate in class to earn your points:

- **Offer your opinion, thought, idea, comment, or feedback to the class**
- **Tactfully and respectfully counter an argument or position held by your classmate**
- **Build on or Add-onto an idea or comment offered by someone in class**
- **Offer feedback, critique, commentary to something stated in class**
- **Volunteer for an activity (i.e. lead a group, role-play, etc.)**
- **Present talking points or initiate a class discussion**

If a student is not present in class (does not attend class at all) they cannot receive a grade for professional demeanor/participation for that day, regardless of the reason for the absence. If you are absent, you will not receive the 6 points for that class, no exceptions. In addition, for every 15 minutes you are late for class, regardless of the reason, the professional demeanor/participation grade for that day will be lowered by 2 points (2/6 points are the least

amount of points you can earn for the class if you are extremely late, does not matter the reason why you were late).

Please know that on occasion students may be late, or even miss class. Some students will receive feedback on their participation (e.g., the extent to which they are respectful of their classmates, or if participation is low or not evident).

Note: *Class participation points will be given at the discretion of the course instructor. You can dispute my opinion of your level of participation, I will listen, but your disagreement with my points given does not guarantee that I will give you the additional points after you have stated your point. But, you can try and I will listen. Best way to avoid not gaining all 6 points is a) don't be late to class, b) participate a minimum of 3x in class.*

2) Classroom Reflection Responses (due: by 11:59p after class, 10 @ 100pts)

After each class students are expected to write a reflective response paper (250 words) on their thoughts on class. Students have free range to address the following topics: *anger, frustration, new awareness, growth, blindspot, agreement, disagreement, rebuttal, fair, unfair, this is the way I saw it/interpreted it, this should change, this should remain the same, guilt, shame, etc.*

These assignments are worth 10 points each for a total of 100 points for the semester. Students can opt out of 5 assignments for the semester. Meaning, out of the 15 weeks (I am not counting the final week of the semester, I AM counting week 1 however), you can choose to not complete 5 assignments but you must complete 10 reflections in order to earn full credit towards final grade.

3) Personal History Paper (due: 9/15, 100pts)

Students will **write a 700-1000-word** (no less, no more) paper on the history of their family. Students will address family culture, race, ethnicity, journey, and your personal racial and cultural identity. Student will also speak about their upbringing as your race and culture and what privileges, affordances, barriers, challenges, discrimination, prejudice, or oppression they may or may not have experienced. Student will draw from experiences from childhood, adolescence, into present day young/adulthood.

Paper will be written in APA format from the APA 7th edition manual. Meaning, 12-point font, double-spaced, 1" margins, Reference Page, Title Page, Abstract on separate page, New Times Roman. See rubric on Canvas for grading requirements. Upload completed assignment onto Canvas in correct folder.

4) Film Response Paper (due: 10/6, 100pts)

Students will view and review the Netflix documentary film *13th* (2016; Director—Ava DuVernay, 1h 40m) on your own/ at home. You are to write a review of the film based on your reflective thoughts on the film's content. Your assignment is to **write a 700-1000-word paper** (no more, no less). See rubric on Canvas for grading requirements.

Paper will be written in APA format from the APA 7th edition manual. Meaning, 12-point font, double-spaced, 1" margins, Reference Page (as needed), Title Page, Abstract on separate page, New Times Roman. See rubric on Canvas for grading requirements. Upload completed assignment onto Canvas in correct folder.

5) Racial Identity Development Paper (due: 11/10, 200 points)

Students will write a 1000-1200-word paper describing their racial identity development (journey) based on Cross's *Black Racial Identity theory* (1971) or *Nigrescence* theory or Helms's *White Identity Model* (1990). You are asked to reflect on your racial identity development from childhood, to adolescence, to current state and to speak openly about where you are in your racial identity according to Cross or Helms theories. This paper will demonstrate a level of writing that is introspective, reflective, candid, and at some points, *raw*. The more open, vulnerable, and aware you appear to be about your racial identity will impact the points you earn. Please review the rubric on Canvas for grading requirements. Submit paper on Canvas when due.

Paper will be written in APA format from the APA 7th edition manual. Meaning, 12-point font, double-spaced, 1" margins, Reference Page, Title Page, Abstract on separate page, New Times Roman. See rubric on Canvas for grading requirements. Upload completed assignment onto Canvas in correct folder.

6) Immersion Project (due: 11/17, 200 pts)

Students are to complete a visual, audio, written, interview, or video documentary project with a race, culture, ethnicity, sexual orientation (sexual minority, LGBTQ community), or religious belief different from their own. You are to:

- go into a community or neighborhood
- to a community center
- to a cultural center (on or off campus)
- Meet someone of a different race/culture than you and interview them (video, audio, pen & paper). **Note:** *you must get the person's consent for interview and to be recorded. So, ask them permission on film or in audio.*

You have the option to submit ONE of the following for the Immersion Project assignment:

1. **700-1000-word paper (written):** reflecting on your experience in the different community or at the cultural center, or community cultural center, religious service, or event (i.e. PRIDE event, mosque, Puerto Rican Parade, etc.)
2. **A picture-documentary (written);** where you have visited a different community, cultural center, or person and have documented your time there with pictures. You can use those pictures as a story-album writing a paragraph about each picture, what is going on in the picture, and most importantly, ending with what you learned from the experience. You can use PowerPoint, Keynote or other types of still documentary options.
3. **Video interview or community immersion documentary:** Student can turn in a video documentary (i.e. camera footage, Zoom/Webex interview, or other video forms) of a community they visited or person they interviewed, or event they attended. You are **NOT** allowed to video document your visit to an on-campus cultural center; however, you **ARE** allowed to video document a cultural center experience that is located in a community. Videos submitted must be clean, smooth, edited, and 15 minutes long. **NOTE:** *consent must be granted by persons and property before filming or interview. It is encouraged that you get a signed consent and not just a verbal one. If you get verbal consent make sure it is recorded on film/audio.*

4. **Audio Interview:** Student conducts an audio interview with a person of a different race, culture, sexual minority, religious minority, etc. The recording must be 15-minutes long and cover a variety of topics related to race, culture, religion, discrimination, class, gender, and other issues that surround minority cultures.

Note: For the immersion project, you must state in the recording OR submit an additional short draft/paper clearly explaining what you learned from this person/event/project. This can be done by simply:

1. Stating on the film during the interview or event, clearly, what you learned from this person or event.
 2. Make short post-video testimonial of what you learned from the experience. Clearly.
- Or, submit a short 1-page reflection paper (or as part of your paper if you are choosing to do a written assignment) on what you learned from the person/event/project. Clearly.

REMINDER: If you do not complete this aspect of the project points will not be earned. The instructor needs to clearly know how this project has impacted you and it will be your job to clearly demonstrate that.

7) Evolution Paper (due: 12/15, 100 points)

Students will write a 1000-1200-word paper in APA format documenting your personal journey through the Cross-Cultural Competence course. You are to openly write about where you have grown (or remained the same), discuss new awareness you have acquired that you did not have at the start of the course, or maybe the course caused you to root yourself deeper into your value system. You can even choose to explore the feelings you have towards your growth or about a misconception or “distorted” thinking you may have had but have since evolved from. Students have the freedom to write openly about their journey in the course and with their racial, cultural, and ethnic development. See rubric on Canvas for grading requirements, submit completed assignment on Canvas as well.

8) Evolution Presentation (due: 12/1 (Group A) & 12/8 (Group B), 100 points)

Students will prepare a 5-8-minute presentation based on their *Evolution Paper* to present to the class. You may use any (appropriate) props, visuals, or presentation method you prefer to deliver your presentation. The presentation should be based on your paper and follow the contents and format of what you wrote in your paper. Students who exceed the 8-minute mark will lose points for not strictly following the guidelines of the assignment (this does not include set up and pack up time that may be needed for your presentation). See rubric on Canvas for grading requirements.

BONUS ASSIGNMENTS (Optional, [due: 11/29](#), 20 points,)

***** NOTE: Students can only earn a maximum of 20 bonus points in this course. So, this assignment is worth 20 points and students can only do one reflection paper, not both. ****

Movie Review: Netflix movie *Indian Horse* (2017) and *One of Us* (2017) documentary

One of Us synopsis of the film follows the lives of three ex-members of Brooklyn's [Hasidic](#) community: Ari Hershkowitz, Luzer Twersky, and Etty Ausch. Each struggles with being ostracized from their former community and families, while revealing how they came to leave.^[6] The film also reveals their experience with religious doubt, as well as with both domestic abuse and childhood sexual abuse. Some receive support from [ex-Haredi](#) organizations such as [Footsteps](#), while others work to find a footing in the secular world. The film also follows counselor Chani Getter in her work with helping former ultra-Orthodox individuals settle into the outside world. [https://en.wikipedia.org/wiki/One_of_Us_\(2017_film\)](https://en.wikipedia.org/wiki/One_of_Us_(2017_film))

OR,

Indian Horse is an adaptation of [Ojibwe](#) author [Richard Wagamese](#)'s 2012 novel *Indian Horse*, the film centers on Saul Indian Horse, a young Canadian [First Nations](#) boy who survives the [Indian residential school](#) system to become a star ice hockey player. The film and the book highlight the story behind Canada's indigenous residential schools. [https://en.wikipedia.org/wiki/Indian_Horse_\(film\)](https://en.wikipedia.org/wiki/Indian_Horse_(film))

Instruction: Students can view either film and write a *2-page reflection paper* on what they learned from the film. **This assignment does not have to follow APA format, just write freely.**

What should be addressed in the bonus assignment paper:

- A paragraph summarizing the movie
- What you learned from the movie (discuss something or things you did not know before viewing this movie)
- What challenges you think you would face if you had to counsel any of the characters from the movie (does not have to be the main character, can be any character). You can be specific and identify one or more characters, or, you can speak broadly about the race, culture, or community.
- What you feel would be your strengths in counseling individuals from this community?
- In what areas do you feel you have to develop to be able to effectively work with individuals from this community? (e.g. gaps you may have)

*****NOTE:** *Keep your sentences short and to the point when writing reflection papers. Try to stay within the 2-page limit if you can. Additional points will not be awarded for going over the word limit. ****

Course Calendar & Outline:

NOTE: This syllabus is subject to change. Any changes to the syllabus shall be distributed in writing, which may include electronic communication.

Week / Date	Topics	Reading/Classroom Work	Assignments Due
Week 1 SEPT 1	Welcome and introduction to course <ul style="list-style-type: none"> Review of Syllabus <i>Obstacles to Cultural Competence: Understanding Resistance to Multicultural Training</i> (Sue & Sue, Chp. 1) 	<ul style="list-style-type: none"> Review course syllabus (Canvas) <u>R4D&SJ:</u> Section1: Getting Started (Parts: Introduction, 1 thru 5) 	<ul style="list-style-type: none"> Informed Consent (found on last page of syllabus; sign and upload into Canvas) Reflection 1 (Canvas)
Week 2 SEPT 8	<ul style="list-style-type: none"> <i>What is Cultural Competence?</i> <i>Cultural Humility, Social Justice, and Multicultural Counseling</i> (Sue & Sue, Chp. 2) Culturally Competency in school counseling. Understanding bias. social justice and the opportunity gaps 	<ul style="list-style-type: none"> <u>R4D&SJ:</u> Section1: Getting Started (Parts: 6 thru 8) <p><u>Due next week:</u> Personal History Paper (100pts)</p>	<ul style="list-style-type: none"> Reflection 2 (Canvas)
Week 3 SEPT 15	<ul style="list-style-type: none"> <i>Cultural Competence for Counselors and Therapist of Marginalized Groups</i> (Sue & Sue, Chp. 3) 	<ul style="list-style-type: none"> <u>R4D&SJ:</u> Section 2: Racism (Parts: Introduction, 9, 11, 12, 13) 	<ul style="list-style-type: none"> Reflection 3 (Canvas) Personal History Paper (100pts, Canvas)

	<ul style="list-style-type: none"> • <i>Working with Majority and Minority groups (75)</i> • <i>Differences between Racial/Ethnic Groups (81, 85)</i> 		
Week 4 SEPT 22	<ul style="list-style-type: none"> • <i>Impact of Political Oppression (Sue & Sue, Chp. 4) (109)</i> • <i>Understand how cultural, ethical, economic, legal and political issues surrounding diversity, equity, and excellence affect student learning and success.</i> • <i>Examine multicultural counseling issues, as well as the effects of ability levels, stereotyping, family, socioeconomic status, gender and sexual identity and their effects on student achievement.</i> • <i>Discuss the institutional prejudice/bias and the role of individuals and government in creating systemic change.</i> 	<ul style="list-style-type: none"> • <u>R4D&SJ:</u> Section 2: Racism (Parts: 17 thru 23) <p><u>Start thinking about:</u></p> <p>Due October 1st: Film Response Paper to Netflix documentary 13th (100pts)</p>	<ul style="list-style-type: none"> • Reflection 4 (Canvas)
Week 5 SEPT 29	<ul style="list-style-type: none"> • <i>The Impact of Systemic Oppression (Sue & Sue, Chp. 5)</i> • <i>Historical & Current Oppression (150)</i> • <i>Formation of Worldviews</i> 	<ul style="list-style-type: none"> • <u>R4D&SJ:</u> Section 3: Classism (Parts: Introduction, 26 thru 30, 32 thru 34) <p><u>Due next week:</u></p>	<ul style="list-style-type: none"> • Reflection 5 (Canvas)

	<p>(individual, systemic) (166, 169)</p> <ul style="list-style-type: none"> • Social justice and the consultation process, how to use data with an equity lens. • Coordination of systems of support 	<p>Film Response Paper to Netflix documentary 13th (100pts)</p>	
<p>Week 6 OCT 6</p>	<ul style="list-style-type: none"> • <i>Barriers to Multicultural Counseling</i> (Sue & Sue, Chp. 7) (215) • <i>Classism</i> • <i>Family Structures</i> • <i>Profiles of Different Cultural groups (i.e. African American, Latino, American Indians) (217-230)</i> 	<ul style="list-style-type: none"> • R4D&SJ: Section 3: Classism (Parts: 35 thru 39) 	<ul style="list-style-type: none"> • Film Reflection Paper on Netflix documentary 13th (100pts, Canvas) • Reflection 6 (Canvas)
<p>Week 7 OCT 13</p>	<ul style="list-style-type: none"> • <i>Microaggressions in Counseling</i> (Sue & Sue, Chp. 6) • <i>The evolution of "Isms" (187)</i> • <i>Contemporary forms of Oppression (184)</i> • <i>Counseling Implications (200)</i> 	<ul style="list-style-type: none"> • R4D&SJ: Section 4: Religious Oppression (Parts: Introduction, 45 thru 49, 51 thru 54, 56, 58) <p>Note: Start thinking about your Immersion Project (due 11/17)</p>	<ul style="list-style-type: none"> • Reflection 7 (Canvas)
<p>Week 8 OCT 20</p>	<ul style="list-style-type: none"> • <i>Communication Styles in Multicultural Counseling</i> (Sue & Sue, Chp. 8) (251, 258, 271) 	<ul style="list-style-type: none"> • R4D&SJ: Section 5: Sexism, Hetrosexism, and Trans Oppression (Parts: Introduction, 63 thru 78) 	<ul style="list-style-type: none"> • Reflection 8 (Canvas)
<p>Week 9 OCT 27</p>	<ul style="list-style-type: none"> • <i>Racial/Cultural Identity Development in People of Color</i> 	<ul style="list-style-type: none"> • R4D&SJ: Section 5: Sexism, Hetrosexism, 	<ul style="list-style-type: none"> • Reflection 9 (Canvas)

	(Sue & Sue, Chp. 11) (355) <ul style="list-style-type: none"> • <i>Racial Awakening</i> (357) • <i>Racial and Cultural Identity Models</i> (358, 366) 	and Trans Oppression (Parts: 63 thru 87)	
Week 10 NOV 3	<ul style="list-style-type: none"> • <i>White Racial Identity Development</i> (Sue & Sue, Chp. 12) (389) • <i>Understanding the dynamics of Whiteness</i> (394) • <i>The Process of White Racial Identity Development</i> (406) • In-Class Video: CNN Special Report “State of Hate: The Explosion of White Supremacy” 	<u>Due next week:</u> <i>Racial Identity Development Paper (200pts)</i>	<ul style="list-style-type: none"> • Reflection 10 (Canvas)
Week 11 NOV 10	<ul style="list-style-type: none"> • <i>Counseling African American and Latinx Populations</i> (Sue & Sue, Chps. 14 &15) • <i>Characteristics and Strengths</i> • <i>Specific Challenges</i> 	<ul style="list-style-type: none"> • R4D&SJ: Section 6: Ablesim (Parts: Introduction, 96 thru 105, and 113) <u>Due next week:</u> <i>Immersion Project (200pts)</i>	<ul style="list-style-type: none"> • <i>Racial Identity Development Paper (200pts)</i> • Reflection 11 (Canvas)
Week 12 NOV 17	<ul style="list-style-type: none"> • <i>Counseling Asian American, Pacific Islanders, and American Indian/ Native American Populations</i> (Sue & Sue, Chps 15 &16) • <i>Characteristics and Strengths</i> • <i>Specific Challenges</i> 	<u>Due next week:</u> <i>Group A— Presentation on Personal Evolution</i>	<ul style="list-style-type: none"> • <i>Immersion Project (200pts, Canvas)</i> • Reflection 12 (Canvas)

Week 13 November 25-28	Thanksgiving Break Enjoy your break!!	BREAK Be safe.	OPTIONAL Bonus Reflection Paper Due (20 points) on the movie <i>Indian Horse</i> or <i>One of US</i>. Submit via Canvas, please review syllabus for paper requirements
Week 14 DEC 1	<ul style="list-style-type: none"> • <i>Counseling Older Adults and Individuals with Disabilities</i> (Sue & Sue, Chps. 22 & 24) • <i>Characteristics and Strengths</i> • <i>Specific Challenges</i> 	<ul style="list-style-type: none"> • <u>R4D&SJ:</u> Section 6: Youth Oppression and Elder Oppression (Parts: Introduction, 116 thru 121, 124, 125) <u>Due next week:</u> (December 4) <i>Group B—</i> <i>Presentation on Personal Evolution</i>	<ul style="list-style-type: none"> • <i>Group Presentations on Personal Evolution (100 pts, Group A)</i> Reflection 14 (Canvas)
Week 15 DEC 8	<ul style="list-style-type: none"> • <i>Counseling Muslim and Arab Americans, LGBT Individuals, and Multiracial Individuals</i> (Sue & Sue, Chps. 18, 19, 23) • <i>Characteristics and Strengths</i> • <i>Specific Challenges</i> 	<u>Due next week:</u> <i>Evolution Paper (100pts)</i>	<ul style="list-style-type: none"> • <i>Group Presentations on Personal Evolution (100 pts, Group B)</i> • Reflection 15 (Canvas)
Week 16 December 15	<u>No Class (Reading Days)</u>		<ul style="list-style-type: none"> • <i>Evolution Paper (100pts, Canvas)</i>

UNIVERSITY POLICIES AND RESOURCES

Class Learning Resources:

As learners, students often have varying ways that they best process information. Rutgers Office of Information Technology provides SensusAccess, a self-service tool, for processing alternate media options. SensusAccess allows students, faculty, staff and alumni to automatically convert documents into a range of alternate media including audio books (MP3 and DAISY), e-books (EPUB, EPUB3 and Mobi) and digital Braille. The service can also be used to convert inaccessible documents such as image-only PDF files, JPG pictures and Microsoft PowerPoint presentations into more accessible and less tricky formats.

If you prefer your class readings in another format, feel free to convert course documents into a format that best suits your learning preferences. You may access SensusAccess through our Canvas site or at <https://oit.rutgers.edu/accessibility/sensusaccess>

Inclement Weather Policy:

Since class is online, we will continue to meet synchronously unless there is a significant power outage. Should this occur, as soon as possible the professor will post a recorded session or other materials to make up the content. Students will be asked to set up a time with their recording partner outside of class time to make up their session.

Writing:

Assignments are to be written according to the American Psychological Association (APA) 7th edition style. The purpose of writing in this style is to orient students to a professional writing format, to develop familiarity with the written style of professional publications, and to create a consistent and professional style to one's own writing. Cover page, abstract, references, and guidelines for writing in the body of the paper are to be properly formatted. APA style and grammar are factored into course assignment evaluations.

Minimum requirements expected of student papers (consult APA publication manual for more extensive explanations):

- a. Evidence of scholarship.** Whereas intuitive knowledge (opinions, personal experience) is valid and acceptable, papers submitted for grading must show evidence of reading on the subject supported with references from published materials. Such materials must be identified and properly cited using APA format as presented in the *APA Publication Manual*.

- b. Unbiased language.** Use accurate, unbiased language, it denotes respect for diversity. The *Publication Manual* contains specific guidelines regarding this topic.
- c. Presentation of work.** All work must be graduate school quality from a professional counseling perspective. Papers must not contain report covers, tears, folds wrinkles, pages should be stapled together.
- d. Plagiarism.** is a serious academic concern that must be reported, whether intentional or inadvertent.
- e. Writing Assistance.** It helps strengthen your writing if you have a friend or colleague read a draft of your paper. Proofreading is a must before you turn in a paper. It will impact your grade. For additional help, use the Writing Support tab in Modules on Canvas. There are numerous online resources and links to Rutgers Writing Centers.

Submission of Assignments: Except where noted, all assignments are due by the start of the class period indicated. Assignments submitted late are subject to a 20% deduction per day. Requests for extensions are generally granted only in extenuating circumstances and with advance approval. Canvas is the expected submission format unless otherwise noted in the syllabus or by the instructor. Be sure to upload a .doc or .docx document, as the instructor uses Canvas tools to provide feedback. All written work must be prepared according to the *Publication Manual of the American Psychological Association* unless otherwise specified. Please note that if you use a Google document, it does not usually correctly format APA when uploaded to Canvas. It is your responsibility to be sure that the document you upload remains in appropriate APA style to avoid point reductions.

Professional Ethics and Behavior: Students are expected to apply knowledge of ethics and good judgment in all assignments and interactions with classmates. Students are expected to demonstrate deep respect, tolerance, and an open, non-judgmental attitude toward differences in race, ethnicity, gender, sexual orientation, gender identity/gender fluidity and other population differences. Students are expected to work toward greater understanding of themselves and to integrate this ongoing growth into practice. Please see Canvas for the ACA Code of Ethics, the ASCA Code of Ethics, and the [Multicultural & Social Justice Competencies](#). Failure to adhere to these may result in a failing grade and a recommendation for removal from program.

Expectations of Professionalism / Student Rights and Responsibilities:

1. Ask for clarification at any time.
2. All assignments will be turned in through Canvas, unless otherwise specified.
3. Frequently check Canvas and your email.
4. Attend class on time; late arrivals disrupt the learning environment.
5. Have access to all required textbooks and assigned articles.
6. Have access to and utilize the internet.
7. Turn-off cell phones or change setting to vibrate. If you have an occasional on-duty assignment, please inform the instructor before class
8. Be courteous and treat all persons in the classroom with respect; different opinions will be shared/expressed to the extent that not everyone will be in agreement (i.e., cultural, environmental differences).
9. Students have the right to express opinions in a respectful and timely manner.

10. Confrontations will be presented professionally; remember that counselors are advocates for conflict resolution and that growth often occur once one recognizes limiting thoughts and/or behaviors.
11. Students with known physical/mental limitations must contact Disability Services (see details below) and the instructor at the beginning of the semester so that accommodations can be arranged.
12. Personal stressors can interfere with your academic performance and/or negatively impact your daily life. Based on the course content and process, a student may experience heightening of personal issues. CAPS, is a University mental health support service, provides counseling services for students (see details below). CAPS may be accessed through the web at www.rhscaps.rutgers.edu/, by phone at (848) 932-7884 or in person at 17 Senior Street, New Brunswick, NJ 08901

Confidentiality: All personal material shared both verbally and in writing will be treated confidentially by both faculty and students. Students MAY NOT discuss the content of material that emerges in the role-play or in class discussion outside of class. Because of the nature of this class, students may engage in some self-disclosure. You are expected to set appropriate boundaries regarding personal information you share with the class. In this course students will learn to express themselves openly (disclosure) and trust the counseling process, therefore, maintaining confidentiality is required. If you wish to share with others outside of the classroom, you may reveal only your own experience and information, but not information or reactions shared by your classmates. This is an important aspect of shared-responsibility and professional ethics that will help us to maximize our learning experience and process. Each of you is considered to be a developing trainee in the counseling professional.

Rutgers Policies and Services:

Academic Integrity:

Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work at the University. Students are also encouraged to report alleged violations of academic integrity to the faculty member teaching the course in which the violation is alleged to have occurred. See <http://nbacademicintegrity.rutgers.edu/home/academic-integrity-policy/> for detailed specifications.

Attendance:

As per Rutgers policy, students are expected to attend all classes; if you expect to miss one or two classes or a period of time in an online class, you are to use the University absence reporting website - <https://sims.rutgers.edu/ssra/> - to indicate the date and reason for your absence. An email will automatically be sent to the instructor from this system. Note that if you must miss classes for longer than one week, you are to contact a dean of students to verify your circumstances. It is University policy to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Students are required to provide timely (e.g., prior to the class and assignment and quiz due dates) notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

Student Success Statement:

Rutgers is committed to your success and offers free academic services to all students. The Learning Centers provide tutoring, study groups, and review sessions for your courses. They also host workshops and provide individual academic coaching to help you further develop your study strategies and self-management skills. To learn more about how the LCs can help you succeed, visit rlc.rutgers.edu.

Student Wellness Services:

As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. If you or someone you know is experiencing challenges to mental or physical health or well-being, you can access helpful information and resources. If you or a friend is experiencing a mental health crisis, you can easily contact CAPS or RUPD on your smartphone or tablet. In a crisis situation, or after hours, contact RUPD at (732) 932-7211 or the Police at 911. The National Suicide Prevention hotline also offers a 24-hour hotline at 800-273-8255.

Violence Prevention & Victim Assistance (VPVA):

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. (848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu

Counseling, ADAP & Psychiatric Services (CAPS):

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners. (848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu

Scarlet Listeners:

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space. (732) 247-5555 / <http://www.scarletlisteners.com>

Consent Form for Student in Multicultural Issues Course (15:287:507:90)

As part of this class, you will engage in discussions and the sharing and exchanging of information that may be personal and private in nature. Students are strongly encouraged to fully participate in the course and the activities provided by the instructor (i.e. in the syllabus, lecture, group work, etc.). At times, you will be asked to participate in a group setting which could be in groups of 2 or more, or as a whole class. It is mandated that all information gathered in this course through these various processes is strictly CONFIDENTIAL and CANNOT be shared with members of your family, colleagues, coworkers, and even other peers (graduate students) who are in the program and those who are not a member of our class.

Learning to do counseling is a personal journey, which includes introspection that brings about increased self-awareness. Sometimes through this journey, you may find that personal issues interfere with your graduate study or ability to counsel clients. *It is the professional responsibility of your instructor, faculty members, and fellow students to indicate to you that they believe your personal issues are interfering with your growth, development, knowledge gain, skill acquisition, and exposure to other points of views which could impair your learning.*

I understand and agree to these conditions.

Print Name (Student Counselor-trainee/You) –Typed name is also accepted.

Signature (electronic or “wet” signature accepted, upload to Canvas)

Date