**Course Description.** This course is an examination of cultural and other diversities, sensitization of students to personal and societal attitudes and values, as well as an increase of their awareness of current models of multicultural assessment and intervention. Topical areas addressed in the course are: culture, ethnicity, religion, socio-economic status, worldview, gender, age, disability, and sexual orientation and the convergence of these concepts and the implications of same. The course additionally emphasizes the complexity of multiple minority status, and indigenous treatments; and looks at a model for developing competency in providing counseling services to diverse clients. Recommended multicultural counseling resources and assessments, cultural awareness experiences, guidelines, and proposed cross-cultural competencies and objectives are discussed.

The course is a multidimensional approach to learning. It involves thoroughly reading the assigned textbook where the broad concepts of multicultural and diversity counseling are discussed in an organized and structured format and classroom activities to gain cultural awareness experiences. These experiences afford the participant the opportunity to gain important insights and understandings of the different cultural or minority groups being studied. The learning process for the course is shown below:

<table>
<thead>
<tr>
<th>Learning Process</th>
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<tbody>
<tr>
<td>Multicultural Counseling Competency</td>
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<tr>
<td>Assigned Reading</td>
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As part of the course requirements, and at the core of this learning experience, students will prepare and maintain a reflective journal for the assigned reading in the text and relate the concepts to classroom and life experiences. Students should be prepared to discuss assigned readings from the text during class sessions, especially case studies and implications for counselors.

Grading will encompass participation in class discussion and activities; the quality of written journals in terms of content; and application of course concepts in terms of content, concept or theory development and application.
**Course Goals.** This course is designed to give students the self-understanding, knowledge, and techniques necessary to counsel a person whose culture is different from that of the counselor. This course is also designed to be a challenging academic and practical experience. The goal is for the course participant to grow as a result of this scholarly and experiential pursuit. The course is designed for students to become familiar with cultural and other diversities through study and practical experiences in the community; to develop sensitivity to personal and societal attitudes and values, as well as an increase of their awareness of current models of multicultural assessment and intervention.

**Prerequisite(s):** PSY 234

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### Course Integrated in to the Program Requirements - This information is for reference only

<table>
<thead>
<tr>
<th>Mental Health Focus</th>
<th>Addictions Focus</th>
<th>School Focus</th>
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<td>Required</td>
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### Course as Relates to External Requirements

<table>
<thead>
<tr>
<th>CACREP Requirements (2009)</th>
<th>Nebraska Licensure Addictions</th>
<th>NDEA Rule 20</th>
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**Social and Cultural Diversity - Course Learning Objectives.** This course focuses on studies and participant experiences that provide an understanding of the social and cultural context of relationships, issues, and trends in a multicultural society, including all of the areas listed below. Through intellectual dialogue and critical evaluation of course materials, class presentations and discussion, experiences in cultural communities or settings, and other sources of information, at the course conclusion, each participant should be familiar with and have a good understanding of the following:

a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;

b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and social and/or culturally diverse clients;

c. theories of multicultural counseling, identity development, and social justice;

d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;

e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body;

f. immersion experiences achieved through out of class visits to communities of interest, personal interactions, and outreach activities to peoples and communities outside of the counseling students’ typical experiences, knowledge, and awareness; and

f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression, exclusion, and discrimination.
Achievement of Course Learning Objectives. Listed below are particular and more specific issues, topics, and/or practices that must be achieved in meeting the learning outcomes:

1. understand the concepts of culture, ethnicity, and minority groups;
2. understand multiculturalism as exclusive and inclusive concepts;
3. understand traditional and multicultural, or diversity, counseling approaches;
4. understand biases and other problems associated with IQ and other testing;
5. understand the concepts, and related implications, of prejudice, discrimination, stereotyping, and racism;
6. be familiar with multicultural assessment;
7. understand the concepts of cultural transition, culture shock, and acculturation;
8. understand cultural or minority identity development and related counseling implications;
9. be familiar with issues relating to counseling individuals from racially diverse populations;
10. be familiar with gender issues in counseling;
11. be familiar with issues relating to counseling gay men and lesbians;
12. be familiar with issues relating to counseling older persons;
13. be familiar with issues relating to counseling persons with disabilities;
14. be familiar with issues relating to counseling persons in immigrant populations;
15. be familiar with issues relating to counseling persons of faith backgrounds different than one’s own;
16. understand the processes and implications relating to the concept of the convergence of race, ethnicity, and gender and multiple identities in counseling;
17. be familiar with multicultural theories and counseling competencies; and
18. be able to develop a multicultural counseling competency model.

Evaluation of Learning Objectives. Course participants will be evaluated to determine whether or not the learning objectives are achieved. Evaluations include reflection discussions focusing on learning objectives, and the application of theory and concepts (learning objectives) in the reflective journal. In total, these means of evaluations address all stated course learning objectives. Preparation for each class session is essential if these objectives are to be met. In this regard, staying current in the assigned readings is very important.

Tasks to Complete. Learn about your own ethnicity and family history. Visit with relatives and develop an informal, personal biography. Focus on where your people came from, how they got here, and how they have achieved what they have. Identify values held by your immediate and extended family. Incorporate this information into your personal biography, the first part of the required Multicultural Counseling Reflective Journal.


There are FIVE primary learning outcomes for this course:

1. an understanding of multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
2. an understanding of attitudes, beliefs, perceptions, and acculturative experiences of culturally diverse clients and an understanding of notions of self of clients from social and/or culturally diverse backgrounds;
3. be familiar with theories of multicultural counseling, identity development, and social justice;
4. be familiar with individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies; and
5. an understanding of counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression, exclusion, and discrimination.
This Text and CACREP Standards

The following matrix illustrates the authors' opinion of how the content of this text relates to the eight core curricular areas in the 2009 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards.

<table>
<thead>
<tr>
<th>CACREP Core Areas</th>
<th>Chapters in Text</th>
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<td>VIII</td>
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</table>

CACREP Core Areas
I. Professional Orientation and Ethical Practice
II. Social and Cultural Diversity
III. Human Growth and Development
IV. Career Development
V. Helping Relations
VI. Group Work
VII. Assessment
VIII. Research and Program Development

Book Chapters
1. Introduction to Multicultural Counseling and Psychotherapy
2. The Counselor's Cultural Identity
3. The Culturally Effective Counselor
5. Understanding African American Clients
6. Counseling African American Clients
7. Understanding American Indian Clients
8. Counseling American Indian Clients
9. Understanding Asian American Clients
10. Counseling Asian American Clients
11. Understanding European American Clients
12. Counseling European American Clients
13. Understanding Hispanic American Clients
14. Counseling Hispanic American Clients
15. Understanding Lesbian, Gay, Bisexual, and Transgender Clients
16. Counseling Lesbian, Gay, Bisexual, and Transgender Clients
17. Issues in Multicultural Counseling
Course Outline

Note: Additional short readings and articles may be assigned.

READ THESE ASSIGNED READING PRIOR TO START OF CLASSES:

Multicultural Counseling Overview
Chapter 1 Introduction to Multicultural Counseling and Psychotherapy
Chapter 2 The Counselor’s Cultural Identity
Chapter 3 The Culturally Effective Counselor

ASSIGNED READING FOR EACH WEEK OF THE ACADEMIC TERM:

Understanding and Counseling Clients in Multicultural Settings and Throughout the Lifespan
Week One
Chapter 4 Multicultural Human Growth and Development

Week Two
Chapter 5 Understanding African American Clients
Chapter 6 Counseling African American Clients

Week Three
Chapter 7 Understanding American Indian Clients
Chapter 8 Counseling American Indian Clients

Week Four
Chapter 9 Understanding Asian American Clients
Chapter 10 Counseling Asian American Clients

Week Five
Chapter 11 Understanding European American Clients
Chapter 12 Counseling European American Clients

Week Six
Chapter 13 Understanding Hispanic American Clients
Chapter 14 Counseling Hispanic American Clients

Week Seven
Chapter 15 Understanding Lesbian, Gay, Bisexual, and Transgender Clients
Chapter 16 Counseling Lesbian, Gay, Bisexual, and Transgender Clients

Professional Issues in Multicultural Counseling
Week Eight
Chapter 17 Issues in Multicultural Counseling
Epilogue Multicultural Counseling and Psychotherapy
Course Requirements and Evaluations (Grading):

1. **Grading:***

   **Grading Scale:**
   - 100-97 = A+
   - 96-94 = A
   - 93-90 = A-
   - 89-87 = B+
   - 86-84 = B
   - 83-80 = B-
   - 79-77 = C+

   **Possible Points:**
   - Participation: 20 points
   - Journal: 80 points
   - Total Possible Points: 100 points

2. **Academic Integrity Policy.** The Doane College Academic Integrity Policy will be adhered to in this class. All projects and written materials will represent your own work. The use of other's ideas and words shall be properly cited. Please ask if you are unsure as to how or what a proper citation of a source is.

3. **Critical Thinking.** Remember, in seeking the elusive truth and trying to have better human relations through a better understanding of one another, we have two basic questions to ask:

   _How do you know?...What does it mean?_

   We truly hope that you will enjoy this learning experience.