

WALDEN UNIVERSITY

Course Syllabus & Success Packet

COUN6723- Social & Cultural Diversity in Counseling

Online

Fall 2024

Britta March, MS, LMHC

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About This Document

Your instructor has created this document as a tool to reference throughout this course. You will find information such as course expectations, grading criteria, and assignment descriptions.

Your Instructor & Contact Information

Britta March
brittany.march@waldenu.edu
407-555-5555

Office hours are available upon request

Communication Note

Email is the preferred method of communication and I will respond within 48 hours Monday-Friday. If you need to discuss a question on assignments please consider this timeframe to allow me time to respond before the assignment due date. You may also utilize the discussion forum on Canvas for more general information or questions.

My Teaching Philosophy

This course is designed to be a transformative experience, seamlessly blending theory and practical application through engaging methods. Your goal is to embrace adaptability, cultural competence, and ethical integrity in the dynamic field of counseling. A commitment to lifelong learning ensures you navigate evolving practices with ongoing reflection. Through collaborative learning experiences we will nurture your academic proficiency and practical skills, empowering you to make impactful contributions to individual well-being and community progress.

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Important Course Information

Course Catalog Description

Students in this course have the opportunity to increase their awareness, knowledge, skills, and advocacy related to working with clients from a multicultural perspective. Students foster self-understanding of their own cultural-identity development, biases, stereotypes, values, and strengths while gaining self-awareness of the effects of power, privilege, and marginalization within the counseling relationship. Further, students can gain knowledge of various issues within diversity. Students explore various theories of multicultural counseling and the role of social justice and advocacy in counseling (Walden, n.d.).

Note

This course is delivered solely online, therefore students are expected to engage in weekly learning discussions with no extensions granted. This course is designed to meet 2024 CACREP standards regarding social and cultural identities and experiences.

Course Learning Objectives

Upon completion of this course students should:

1. Understand theories and concepts related to multicultural counseling, social justice, and advocacy.
2. Examine cultural influences such as religion, identity, values, and heritage on worldviews and coping behaviors.
3. Analyze the effects of historical events and multigenerational trauma on individual's worldviews and how this impacts help-seeking behaviors.
4. Develop strategies to address discrimination, racism, micro-aggressions, marginalization, and power dynamics within the counseling relationship.
5. Develop strategies to promote independence, inclusion, and self-empowerment through creating equitable and accessible counseling environments by eliminating barriers and prejudices that contribute to oppression in counseling.
6. Understand and adhere to professional counseling guidelines related to social justice, advocacy, and cultural competency and apply them in counseling practice.

Necessary Tools for Success

Required Text

Sue, D. W., & Sue, D. (2022). Counseling the Culturally Diverse: Theory and Practice (9th ed.). Wiley.

Additional Required Readings

American Counseling Association. (2014). 2014 ACA code of ethics. <https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf>

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Author.

A list of required readings will also be provided

Technology Requirements & Recommendations

For successful course completion it is recommended students are proficient with email, internet, and other common software applications.

Hardware

- *High speed internet access (Required)*
- *Windows 10 and higher or MAC OS Mojave and higher*
- *Minimum 4 GB of RAM, 64GB hard drive*
- *Webcam*
- *Speakers & headphones*
- *Backup storage such as a thumb drive or cloud storage*

Software

- *Google Chrome web Browser (recommended) or current versions of Firefox or Edge*
- *Microsoft Office ([click for help with installation](#))*
- *Current Adobe Reader*
- *Antivirus software (students responsible for keeping updated and running frequently)*

University Email Address

Ensure you are able to access your Walden University email address as this is the primary source of communication with your instructor. The Walden University Help Team can be reached via email support@mail.waldenu.edu or phone 800-925-3368.

Course Expectations

Nature of Online Instruction

This course will only be delivered in an online format. Because students will not have regularly scheduled in-class meetings your instructor may request to have individual or group meetings throughout the quarter. If so, students will be provided sufficient notice via their student email and Canvas. While these meetings will be optional it is highly recommended so that students may consult with each other and their professor on concepts discussed throughout the class. Students who choose not to participate are expected to still demonstrate sufficient learning of all course materials covered and seeking guidance when necessary.


Academic Integrity

Academic integrity refers to honest and responsible conduct in all aspects of your graduate studies, including original work, proper citation of sources, and adherence to the institution's policies and guidelines. Violations may result in disciplinary actions. Further details can be read in your 2023-2024 Student Handbook accessible [here](#)


Learning Accommodations

This course was designed with the assumption of dignity and respect for all in the classroom to learn and participate in a comfortable and non-threatening environment. Please contact your instructor privately if there are any concerns related to your individual learning styles and ability or any other issues you are concerned will impact your ability to feel empowered to complete this course successfully. If you know or suspect that you have a disability that requires accommodations please contact myself and the Office of Student Disability Services.

WALDEN UNIVERSITY
Office of Student
Disability Services

 855-229-0848

 disability@mail.waldenu.edu

 630-596-1651

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Tentative Course Calendar

Note

Weekly readings & media are listed on pages 16-18 and can be located in the learning resources tab of each week's module in Canvas.

Week	Learning Resources	Assignments
Week 1	Textbook Chapters 1, 8 Week 1 Reading or Media	Discussion Topic <i>Reflection on Cultural Humility</i>
Week 2	Textbook Chapters 3-4 Week 2 Reading or Media	Discussion Topic <i>Values & Counseling Relationships</i>
Week 3	Textbook Chapters 6-7 Week 3 Reading or Media	Discussion Topic <i>Identity Development</i>
Week 4	Textbook Chapter 4 Week 4 Reading or Media	Discussion Topic <i>Microaggressions</i>
Week 5	Textbook Chapter 5 Week 5 Reading or Media	Discussion Topic <i>Intersectionality</i>
Week 6	Textbook Chapter 9 Week 6 Reading or Media	Discussion Topic <i>Evidence-Based Practices</i> Midterm Assignment

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Tentative Course Calendar

Week	Learning Resources	Assignments
Week 7	Textbook Chapter 11 Week 7 Reading or Media	Discussion Topic <i>Culturally Competent Assessment & Diagnosis</i>
Week 8	Textbook Chapters 12-14 Week 8 Reading or Media	Discussion Topic <i>Case Study</i> Assignment: <i>Cultural Genogram & Treatment Plan</i>
Week 9	Textbook Chapters 15-17 Week 9 Reading or Media	Discussion Topic <i>Case Study</i>
Week 10	Textbook Chapters 18-20 Week 10 Reading or Media	Discussion Topic <i>Case Study</i>
Week 11	Textbook Chapters 21-23 Week 11 Reading or Media	Discussion Topic <i>Case Study</i>
Week 12	Textbook Chapters 24 Week 12 Reading or Media	Discussion Topic <i>Conclusions</i> Final Assignment

Assignment Descriptions

Weekly Discussion Boards (5 points each)

Located within each week's module on Canvas, students will be provided their assigned article, any additional readings your instructor may suggest, and a prompt for the week's discussion post. These posts are an opportunity for students to participate in the course learning environment and students are expected to contribute as they would in any other classroom. Ensure your posts are concise, reference the week's required readings, and is supported by at least one outside, scholarly source as well.

By day 3 students are expected to post a response that answers all questions in the provided prompt.

By day 5 students are expected to respond to at least 2 peers.

Midterm Assignment (15 points)

Due by the first day of week 6

For this assignment students may choose one of the following:

Choice A

Advocacy Project

Choice B

Case Analysis

Cultural Genogram (10 points)

Due by the first day of week 8

Final Assignment (15 points)

Due by the first day of week 12

For this assignment students may choose one of the following:

Choice A

Self-Assessment & Action Plan

Choice B

Cultural Humility Workshop

Assignment Descriptions

Cultural Genogram

Due by the first day of week 8

Create a cultural genogram representing a fictional client's family and cultural connections. Analyze how cultural factors may impact the client's mental health and relationships. Students will turn in their completed genogram and may choose to complete the analysis via essay format (3-5 pages) or a recorded presentation (10-15 minutes). Students must include a mock treatment plan for the fictional client.

Advocacy Project

At the beginning of the course students will select an advocacy focus area related to diversity in counseling such as increased access to mental health services in an underserved area, raising awareness on social justice issues, or advocating for policy change. Topics must be sent to the course instructor within the first week.

Throughout the first six weeks students will journal their reflections on at least two activities completed throughout the semester that are related to this topic.

Examples could be attending an event, writing an op-ed piece for a school publication, volunteering, or attending meetings relating to policy changes.

This journal may be completed in essay format with 2-3 pages for each experience or a recorded presentation reflecting on each experience up to 10 minutes in length.

Case Analysis

*Students may choose to complete two case analyses from the text: *Case Studies in Multicultural Counseling and Therapy*. The analysis can be turned in essay format with 2-3 pages for each case or a recorded presentation on each case up to 10 minutes in length. **Students may not choose a case that is already included in any discussion prompts.***

Assignment Descriptions

Cultural Humility Self Assessment & Action Plan

Students will reflect on their progress in the area of cultural humility since the beginning of the course. Students will define cultural humility in their own words and perspectives. Students will reflect on three areas of growth thus far and three areas for development throughout the course of their career. Students will create a plan with three action items to take in the next five years to accomplish this growth. Action items must include specific examples and timeframes.

For example, it is not acceptable to write, “I will attend a conference presentation on this topic.” It would be acceptable to instead write, “I will attend the next scheduled ACA conference in 2024 and seek presentations on this topic.” If discussing publications to read on the topic provide specific citations.

Cultural Humility Workshop

Students will design and record themselves presenting a workshop curriculum. Students must include at least three learning objectives related to the promotion of cultural humility in counseling.

Video length should be at least 15 minutes.

Grading Policies & Procedures

Assignment	Point Value
Discussion Boards	60
Cultural Genogram	10
Midterm Assignment	15
Final Assignment	15
Total	100

A	89.5%-100%
B	79.5–89.4%
C	69.5–79.4%
D	Below 69.4%

University Grade Requirements

The counseling department requires a B or better in all counseling courses. Any lower course grade will require the student to repeat the course and any student is required to repeat a course more than two times throughout their degree is subject to remediation and potential dismissal.

Feedback

Your course instructor will provide feedback within one week of an assignment or discussion board's completion. Students are expected to carefully read this feedback and make the necessary changes on all future assignments. Continuously errors with no correction are subject to remediation. Students are encouraged to contact their professor upon receiving feedback if they have any concerns or questions.

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Grading Policies & Procedures

Late Work & Extensions

Late discussion posts and responses will be deducted by 10% for each late day and considered incomplete if not turned in by the third late day.

Late assignments will be deducted by 25% for each late day and considered incomplete if not turned in by the third late day.

Students may request one extension per course with no explanation required. The maximum extension allowed is one week. Anything further will result in points reduction and consistent late work may result in department remediation.

Any students who diagnosed with or who suspect they meet criteria for disability services are encouraged to reach their office. Students are also encouraged to communicate with their professor consistently if they are struggling with assignment deadlines.

Final Grades

Final grades will be posted within one week of the course's completion.

Course & Instructor Evaluations

In the final 14 days of the course students will be notified via Canvas regarding the ability to provide evaluations of the course and their instructor. These evaluations are anonymous.

Professional Behavior

Professional Integrity

Students are expected to adhere to the professional behaviors expected by counselors at all times. Students and graduates are expected to conduct themselves as role models in their profession, therefore must abide by academic integrity standards, the ACA Code of Ethics, CACREP (2024) standards, and Multicultural & Social Justice Competencies. Failure to do so may result in remediation with consequences including potential dismissal from the program.

Dispositions

Students are expected to demonstrate dispositions congruent to one practicing successfully within their field. CACREP defines professional dispositions as “The commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues.”

Counseling faculty consistently monitors students dispositions throughout their educational career in online classroom interactions, residency meetings, and during discussions with instructors while receiving feedback.

CACREP Standards

Note

This course has been designed aligned with the 2024 CACREP standards. Please refer to this chart to determine the course learning objective and assignment that is correlated to these standards. The standards can be found on the [CACREP website](#)

Objective	CACREP Standard(s)	Assessment(s)
Understand theories and concepts related to multicultural counseling, social justice, and advocacy.	Sec 3.B.1., 10., 11	Discussion: <i>Reflection on Cultural Humility, Values in the Counseling Relationship, Case Studies</i> Assignment: <i>Case Analyses, Self-Assessment & Action Plan</i>
Examine cultural influences such as religion, identity, values, and heritage on worldviews and coping behaviors.	Sec 3.B.2., 3	Assignment: <i>Advocacy Project, Cultural Humility Workshop, Cultural Genogram</i>
Analyze the effects of historical events and multigenerational trauma on individual’s worldviews and how this impacts help-seeking behaviors.	Sec 3.B.4	Assignment: <i>Cultural Humility Workshop, Advocacy Project, Cultural Genogram</i>
Develop strategies to address discrimination, racism, micro-aggressions, marginalization, and power dynamics within the counseling relationship.	Sec 3.B.5., 6	Discussion: <i>Intersectionality, Microaggressions</i> Assignment: <i>Cultural Humility Workshop, Case Analyses, Cultural Genogram,</i>
Develop strategies to promote independence, inclusion, and self-empowerment through creating equitable and accessible counseling environments by eliminating barriers and prejudices that contribute to oppression in counseling.	Sec 3.B.8, 9	Discussion: <i>Case Study, Evidence-Based Strategies, Assessment</i> Assignment: <i>Advocacy Project, Cultural Humility Workshop</i>
Understand and adhere to professional counseling guidelines related to social justice, advocacy, and cultural competency and apply them in counseling practice.	Sec 3.B.7	Assignment: <i>Advocacy Project, Cultural Humility Workshop</i>

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Required Readings or Media

All readings will be available for download in the weekly learning resources.

Week 1

Ratts, M. J., Singh, A. A., Nassar-McMillan, S. C., Butler, S. K., & McCullough, R. (2016b). Multicultural and Social Justice Counseling Competencies: Guidelines for the Counseling profession. *Journal of Multicultural Counseling and Development*, 44(1), 28–48. <https://doi.org/10.1002/jmcd.12035>

Week 2

Soucheray., K., (2020). A white counselor in a multicultural world: Understanding the need for a spiritual, multicultural counseling course. *Spiritual Psychology and Counseling*, 5(2), 203–218. <https://doi.org/10.37898/spc.2020.5.2.86>

Week 3

Video: [America Ferrera: My identity is a superpower -- not an obstacle](#)

Week 4

Owen, J., Drinane, J. M., Tao, K. W., Dasgupta, D., Zhang, Y. S. D., & Adelson, J. (2018). An experimental test of microaggression detection in psychotherapy: Therapist multicultural orientation. *Professional Psychology: Research and Practice*, 49(1), 9–21. <https://doi.org/10.1037/pro0000152>

Week 5

Chan, C. D., Cor, D. N., & Band, M. P. (2018). Privilege and Oppression in Counselor Education: An Intersectionality Framework. *Journal of Multicultural Counseling & Development*, 46(1), 58–73.

Required Readings or Media

All readings will be available for download in the weekly learning resources.

Week 6

Kress, V., & Paylow, M. (2022). Theoretical foundations of client advocacy. (pp. 121–140). Routledge.

Week 7

Brubaker, M., & Goodman, R. (2022). *Professional counseling excellence through leadership and advocacy*. (pp. 122-141) (2nd ed.). Routledge.

Week 8

Sue, D. W., Gallardo, M., & Neville, H. A. (2013b). *Case studies in multicultural counseling and therapy*. <https://experts.illinois.edu/en/publications/case-studies-in-multicultural-counseling-and-therapy>

Students may choose one of the following case studies:

1) *The Story of Nia* 2) *The Story of Will* 3) *The Story of Wade*

Week 9

Sue, D. W., Gallardo, M., & Neville, H. A. (2013b). *Case studies in multicultural counseling and therapy*. <https://experts.illinois.edu/en/publications/case-studies-in-multicultural-counseling-and-therapy>

Students may choose one of the following case studies:

1) *The Story of Elisandro* 2) *The Stories of Dalia and Nabila* 3) *The Story of David J*

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Required Readings or Media

All readings will be available for download in the weekly learning resources.

Week 10

Sue, D. W., Gallardo, M., & Neville, H. A. (2013b). *Case studies in multicultural counseling and therapy*. <https://experts.illinois.edu/en/publications/case-studies-in-multicultural-counseling-and-therapy>

Students may choose one of the following case studies:

1) The Story of Nadia 2) The Story of Tony 3) The Story of Alice

Week 11

Sue, D. W., Gallardo, M., & Neville, H. A. (2013b). *Case studies in multicultural counseling and therapy*. <https://experts.illinois.edu/en/publications/case-studies-in-multicultural-counseling-and-therapy>

Students may choose one of the following case studies:

1) The Story of Marisol 2) The Story of Henry 3) The Story of Simone

Week 12

Video: [Cultural Humility Juliana Mosley, Ph.D](#)

References

American Counseling Association. (2014). *ACA code of ethics*.

CACREP (2024). 2024 CACREP Standards. <https://www.cacrep.org/for-programs/2014-cacrep-standards/>

CACREP (2020). Understanding Accreditation. <https://www.cacrep.org/accreditation/>

Caughlin, D. E. (2014). Enhancing your teaching experience: Developing your teaching philosophy, course syllabus, and teaching portfolio. *TIP: The Industrial-Organizational Psychologist*, 52(2), 94-99

Digital Delivery - CACREP. (2023, April 12). CACREP. <https://www.cacrep.org/for-programs/digital-delivery/>

Hartwig Moorhead, H. J., Neuer Colburn, A. A., Edwards, N. N., & Erwin, K. T. (2013). *Beyond the myth of the pajama party: Delivering quality online counselor education and supervision*. Ideas and Research You Can Use: VISTAS 2013. Retrieved from https://www.counseling.org/docs/default-source/vistas/beyond-the-myth-of-the-pajama-party-delivering-quality-online-counselor-education-and-supervision.pdf?sfvrsn=ed102cd0_10

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Parikh-Fox, S., Grimmet, M., & Dameron, M. L. (2020). Examining the use of digital storytelling and immersion in a multicultural counseling course. *Journal of Multicultural Counseling and Development*, 48(3), 137–148. <https://doi.org/10.1002/jmcd.12173>

Ratts, M. J., Singh, A. A., Nassar-McMillan, S. C., Butler, S. K., & McCullough, R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44(1), 28–48. <https://doi.org/10.1002/jmcd.12035>

Zhu, P., Luke, M., & Bellini, J. (2021). A Grounded theory analysis of cultural humility in counseling and counselor education. *Counselor Education and Supervision*, 60(1), 73–89. <https://doi.org/10.1002/ceas.12197>