College of Education
CESP 821
MULTI-CULTURAL ISSUES IN COUNSELING
Fall, 2017

Instructor:	Wei-Cheng (Joseph) Mau
Office Location:	322 HH
Telephone:	316 978-6295
Email:	joseph.mau@wichita.edu
Office Hours:	2-5pm, Thursday and by appointment
Classroom; Days/Time:	220HH; 5:10-7:10pm, Thursday
Prerequisites:	None (CESP 803 and CEP 804 are suggested)

Course Description

The purpose of this class is to increase students' understanding of cultural differences and diversity among counseling clientele, and to show how the potential sources of cultural misunderstanding, biases, and prejudice may affect their counseling effectiveness.

Course Definition and Assignment of Credit Hours.

Success in this 3-credit hour course is based on the expectation that students will spend, for each unit of credit, three hours per week with 1 of the hours for lecture and 2 hours for studying/preparations outside of class time for a total of 135 hours. Time spent outside of class might include work assigned on-line through Blackboard, reading, written assignments and other course related activities.

Text Book

Required: Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). New York: Wiley

Recommended: Bucher, R.D. (2015). *Diversity consciousness: Opening our minds to people, cultures, and opportunities*. (4rd Ed.). New Jersey: Prentice-Hall.

Course Purpose: The basic purpose of this course is to examine the social construction of cultural issues (i.e. age, class, ethnicity, gender, race, mental and physical abilities, religion, sexual orientation) in the United States. The course will cultivate insight into how the social construction of these cultural issues influences the counseling process and the delivery of counseling/psychological services in schools and agency settings. Students should not only increase their awareness of the complexity of the diverse cultural groups within American society, but develop new intervention skills to render their services more culturally relevant & sensitive.

Measureable Student Learning Outcomes

The vision for the College of Education Unit is to prepare Highly Competent, Collaborative, and Reflective Professionals.

	*Guiding Principles from the Unit Conceptual Framework**

Major Topics	Professionalism and Reflection on vocation (PR)	Human Development and Respect for Diversity (HDD)	Connection of Teaching Experiences and Assessment (CTA)	Technology integration (T)	Content Knowledge, Pedagogical Content Knowledge, and Alignment with Standards (CKS)	Collaboration with stakeholders (C)	da	di	df	dl
Sociopolitical aspects of counseling	x	x								
Help-seeking attitude and behaviors		x								
Cross-cultural communication		x				x				
Cultural identity		x								
World-views		x								
Multicultural counseling knowledge and skills		x	x	x					x	

* http://webs.wichita.edu/depttools/DeptToolsMemberFiles/coedean/revisedCF_2_24_03.pdf

Learner Outcomes: (assessment, guiding principles, professional standards)

Course Outcomes The student will:	Related Assessment	Conceptual Framework	KSDE Standards	CACREP
Demonstrate knowledge about their own racial and cultural heritage and how their own cultural backgrounds, experiences, attitudes, values, and biases influence psychological processes.	Assignment 1 & 2	PR HDD	8.1.2	II.F.2.d II.F.2.e
Demonstrate knowledge and understanding of the generic characteristics of counseling and therapy (culture bound, class bound, and monolingual) and how they may clash with the cultural values, worldview, and spiritual beliefs of various minority groups.	Assignment 1, 2	HDD	8.1.1 8.1.3	II.F.2.c II.F.2.f II.F.2.g
Understand multicultural and pluralistic characteristics within and among diverse groups.	Assignment 1, 2, 3	HDD CTA	8.1.1	II.F.2.a
Aware of oppression, racism, discrimination, and stereotyping and relevant discriminatory practices at the	Assignment 1, 2, 3	HDD, df	8.1.3	II.F.2.h

social and community level that may be affecting the psychological welfare of the population being served.				
Demonstrate effective and culturally appropriate counseling skills and techniques to address the social justice, identity development, character development and social emotional needs of all individuals in a diverse world.	Assignment 2, 3	CTA T	8.1.4 8.1.6	II.F.2.b II.F.2.g
Demonstrates cultural competency by implementing individual and group counseling interventions and classroom lessons addressing the needs of all individuals.	Assignment 2, 3		8.2.1 8.2.2	II.F.2.c V.C.2.j

*KSDE Program Standard #8: The professional school counselor understands social and cultural diversity across developmental stages and is able to identify appropriate counseling practices.

Technology Expectations:
Students are expected to create PowerPoint documents for a research project. Students may also be required to use blackboard to participate in topic discussions, reading reflections, survey/assessment, reviewing course materials, and communication with each other, etc.

The COEd Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Performance Assessment:
College policy requires that all College of Education programs be performance-based. In particular, this requires that program candidates meet criteria established at each of at least four Transition Points in academic programs. Transition Point requirements may include passing various specific courses and obtaining certain GPAs as well as receiving passing ratings (acceptable or target level) on certain required assessments, some of which are embedded within program coursework.

Course Assignments:

Assignment #1: Self-tests
There are four self-tests, each worth 10% of total grade. The purpose of these self-test is to assess your understanding of knowledge learned from the assigned readings. Do well on these tests will help you prepare for the comprehensive examination (CPCE) and the licensure exams.

Assignment #2: PowerPoint presentation

Make a PowerPoint presentation. Turn in one hard copy and one electronic copy. You may write this paper with a partner who shares the similar interests and settings.

Research and review literature on counseling approaches of a cultural group (e.g., physically challenged individuals, African, Native, Hispanic, Asian Americans, immigrants, gays, and religious minority, etc.) in a specific setting (i.e., elementary, middle school, high school, college, adult, or industrial settings). Make a PowerPoint presentation describing (a) Cultural values/personality traits/counseling attitudes/expectancy of this cultural group (b) Common concerns/issues confronting this cultural group, (c) Counseling theories/techniques relevant for this group (d) References and web resources. Reference all the work cited and annotate 3 websites that contains useful resources needed to work effectively with this cultural group. 16-20 slides excluding cover page and reference page. References listed in the last slides should also be cited in the appropriate place of the slide pages. Sound/video/graphic enhancement is ok to include, however, too much would distract the main focus. Turn in black/white handouts, 2 slides per page printouts from the PowerPoint. Prepare enough copies to be distributed to the class (can be in 2-6 slides per page handout). **See the Evaluation Rubric for specific grading criteria.**

Assignment #3: Cross-Cultural Experience

Take part or engage yourself in a cross-cultural activity and document the cross-cultural experiences you have **during this semester**. It must be a new experience that involves some risk taking in learning (e.g., participate in a cultural event/festival, diversity workshop/training, participate in a community project serving unprivileged individuals, etc.). Try to participate in activities that provide opportunities to interact with individuals you least familiar with and/or populations you likely to serve in your counseling practice. The major purpose of this assignment is to increase multicultural sensitivity and knowledge for effective counseling. Report and process your experience that includes (1) when, who, what, why, and how of the experience (2) examining your thought and feelings before, during, and after the experience; I am particularly interested in your examination of potential hidden biases, prejudices, or stereotypes occurred during this process, (3) describing what you have learned and how this experience may have a potential impact on your counseling practice. Be sure to discuss the knowledge or skills you have obtained and/or plan you intend to carryout to further develop your cross-cultural counseling competencies (refer to Box 2.1, chapter 2, p.59-60). Limit your report to 3-5 double-space pages. The grade for this assignment will be based on (a) significance of the experience, (b) the thought and reflection you put into the process, and (c) implications draw form the experience.

Evaluation
Course grades will be determined by the overall quality of work according to the following formula:

Assignment 1: Tests	40%
Assignment 2: Literature Review and PowerPoint presentation	30%
Assignment 3: Cross-cultural experience	20%
Class participation, attendance, and blackboard activities	10%

A = 94-100 A- = 90-93.9 B+ = 87-89.9 B = 84-86.9 B- =80-83.9 C+ = 77-79.9
C = 74-76.9 C- = 70-73.9 D+ = 67-69.9 D = 64-66 .9 D- =60-63.9 F = less than 60

Classroom Rules

1   Attendance and being punctual is important in your learning as well as practicing professionalism. Grade (up to 10%) will be adjusted for students who miss 1-3 classes. Students who miss more than 3 classes will be given a F grade or an "Incomplete" depending on the justification and circumstance.
2   Assignments not submitted by the due date will result in a prorated grade based on days of missing.
3   You are expected to actively participate in classroom discussions. Everyone will be treated with dignity and respect. All opinions will be valued. Confidentiality will be maintained

Professional Dispositions Statement

Introduction: Although academic performance is a crucial factor in evaluating candidate performance, there are other interpersonal and professional skills that are equally important in determining the professional readiness of a particular candidate to enter their chosen field. Therefore, in addition to academic performance, students in the CLES Department will also be evaluated on the following professional readiness indicators. Failure to adhere to any of these expected professional dispositions will result in a remediation plan and may in some cases result in dismissal from the student's program of study.

Indicators of Professional Readiness

Essential characteristics expected of all candidates matriculated in a degree program in the CLES Department are as follows:

1. Willingness and ability to self-explore and reflect on experiences in order to grow as a professional;
2. Ability to demonstrate excellent listening skills;
3. Ability to effectively communicate with others;
4. Ability to work respectfully, appropriately, and effectively with authority figures including university professors and site supervisors;
5. Ability to hear and accept critical feedback and to integrate and make changes based on communicated feedback;
6. Ability to act according to the professional expectations of the classroom and school/agency placement sites especially with regard to:
    - Appropriate dress
    - Promptness
    - Respectful attitude and behavior;
7. Ability to work effectively with administrators, staff, students/clients, and parents;
8. Ability to engage students/clients in a competent, ethical, and professional manner that respects and enhances their inherent dignity and worth;
9. Demonstrated adherence to the ethical guidelines related to ability to recognize and value client diversity in terms of race, ethnicity, gender, sexual orientation, disability, social class, etc.;
10. Demonstrated ability to practice in a manner consistent with the ACA/NASP or other professional ethical guidelines; especially those related to ensuring the welfare of all students/clients and doing no harm to students/clients.

ACA Code of Ethics Statement – Personal Values:
A.4.b. Personal Values Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature.

 Multicultural Counseling Competencies:
Advocacy Competencies. March 2003
ALGBTIC Competencies for Counseling LGBQIQA Individuals. June 2012
ALGBTIC Competencies for Counseling Transgender Clients. September 2009.
Animal Assisted Therapy Competencies. June 2016
Competencies for Addressing Spiritual and Religious Issues in Counseling. May 2009
Competencies for Counseling the Multiracial Population. March 2015
Multicultural and Social Justice Counseling Competencies. July 2015
Multicultural Career Counseling Competencies. August 2009

ACA archives counseling competencies on our website. The link is https://www.counseling.org/knowledge-center/competencies

College of Education Academic Honesty Policy:
A standard of honesty, fairly applied to all students, is essential to a learning environment. Students abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty, constitutes dismissal from the University. (WSU Student Code of Conduct)
Section 4.012 of the College of Education Policies and Procedures Manual
http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Teacher Education Candidate Conduct Expectations:

Candidates in a Professional Education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf

UNIVERSITY POLICIES
About This Syllabus
This syllabus is not a contract. The instructor reserves and retains the right to alter the course requirements and/or assignments based on new materials, class discussions, current events or other legitimate pedagogical objectives.

Student Early Alert System (SEAS)
SEAS is an electronic tool for WSU faculty to give timely feedback to students who may be in danger of failing a class. Early Alert systems have been shown to increase student success in several dimensions, including GPA, retention, and graduation rates. Instructors are able to give feedback on attendance, participation, assignments and exams to students in each of their current classes. At the end of that business

day, an email will be sent to each student on whom an instructor has raised an alert. Instructors are encouraged to make an effort to give early alert feedback no later than the end of the fifth week of the semester.

Inclusive Excellence
Wichita State University is committed to achieving "Inclusive Excellence" and institutional strength through curricula, co-curricula, and other practices, which promote and encourage the intermingling of its students, faculty, and staff from different backgrounds, in a challenging intellectual and multicultural climate that is marked by respect and appreciation for the spectrum of human diversity. The University is also committed to an "all-inclusive" diversity and does not discriminate on the basis of race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status.

Academic Integrity
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in Ahlberg Hall. Hours are 8:00am to 4:00pm (3:00pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Copyright Notice
Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Student Advocate
The Student Advocate is available to serve students, faculty, and staff in an accessible and confidential manner. The Student Advocate's office is located in the Student Government Association suite, RSC 219, and can be contacted by phone at (316) 978-3026 or by email at student.advocate@wichita.edu. For more information, visit www.wichita.edu/studentadvocate

Important Academic Dates
http://catalog.wichita.edu/undergraduate/academic-calendar/

Tentative Class Schedule
I will try to inform you at least a week before any changes

Week	Date	Topics	Reading & Assignments
1	1/19	Introduction, course orientation	Sue: Ch. 1 Multiculturalism: Issues in Counseling and Education.
2	1/26*	Nature of multicultural counseling Multicultural competence for minority counselors	Sue: Ch. 2-3 Cultural Competence in the Helping Professions (VAST streaming Video) **Self-test on Ch. 1-3**
3	2/2	The political dimension of counseling Developing diversity consciousness	Sue: Ch. 4-5 Implicit Association Test online (Bb web links) Teaching Diverse Students Initiative (Bb web links)
4	2/9*	Micro-Aggression in Counseling	Sue: Ch.6 VAST: "What Does It Mean to be White? in Derald Wing Sue's Series on Racism 2 Youtube: Micro-Aggression by D. Sue **Self-test on Ch. 4-6**
5	2/16	Barriers to effective counseling Cross-cultural communication	Sue Ch. 7-8 Overcoming Barriers to Effective Multicultural Counseling and Therapy
6	2/23*	Multicultural evidence-based practice Non-Western approaches	Sue: Ch. 9-10 Pedersen's Triad Training Model: Five Vignettes of Culturally Different Counselors Interviewing a Single Client. **Self-test on Ch. 7-10**
7	3/2	Racial/cultural identity development	Sue: Ch. 11-12 VAST: Conversations on Racial and Ethnic Identity Research White identity Development
8	3/9*	Multicultural group counseling	Work on Assignment 2 **VAST:** Celebrating Cultural Diversity: A Group for Fifth Graders Celebrating Cultural Diversity: A Group for Fifth Graders, Disc 2 Celebrating Cultural Diversity: A Group for Fifth Graders, Disc 3
9	3/16	Culturally competent assessment	Sue: Ch. 13 DVD-Culturally Alert Counseling: Demonstration of Skills **VAST: The Criterion Problem in the Measurement of Cross-Cultural Competencies.** **Self-test on Ch. 11-13**
10	3/23*	Spring Break	**Work on Assignment 2**

Week	Date	Topics	Reading & Assignments
11	3/30	Counseling African-Americans Counseling Native-American	Ch. 14-15 VAST Streaming video: Innovative Approaches to Counseling African Descent People Innovative Approaches to Counseling Native-American Indian People **(Assignment 2 due)**
12	4/6*	Work on Assignment 3	**VAST Video:** Counseling Latino Children and Adolescents: Cross-Cultural Issues
13	4/13	Counseling Asian Americans Counseling Hispanic/Latino	Ch. 16-18 VAST video: Culturally Competent Counseling and Therapy: Innovative Approaches to Counseling Asian-American People Innovative Approaches to Counseling Latina/o People
14	4/20*	Counseling Immigrants, Religion and Spirituality	Ch. 19-21 Vast video: Counseling Muslims In a Western Context Counseling Arab Americans: Diversity, Treatment Goals and Interventions
15	4/27	Sexual Identity, Individuals with Disability	Ch. 22-24 Counseling Gay and Lesbian Youth
16	5/4	Social class, Poverty	Ch. 25-26 **(Assignment 3 due)** Confronting Racial and Gender Difference: Three Approaches to Multicultural Counseling and Therapy

*Tentative Blackboard session. We will not meet in class. You will participate in the Blackboard during the week instead.

Suggested Youtube channels sponsored by WorldTrust Educational Services:
https://www.youtube.com/user/WorldTrustTV

World Trust: Social Justice Film Series

Doll test
https://m.youtube.com/watch?v=tkpUyB2xgTM

CESP 821 Cultural Group Research and PowerPoint Presentation
Assignment 2
Evaluation Rubric

Program Standard #8: The school counselor understands social and cultural diversity across developmental stages and is able to identify appropriate counseling practices.

Criteria	Level of achievement		
	Target	Acceptable	Unacceptable
1. Characteristics of the cultural group (20%)	Cultural characteristics of the group are clearly described and substantiated by literature.	Relevant socio-demographic and cultural information of the group is adequately summarized.	Characteristics of the group are not described.
2. Cultural issues and concerns about this group (20%)	Key issues and concerns are identified, described, and substantiated (i.e., references cited from literature review).	Issues and concerns are mentioned but are weak in literature support.	Miss the key issues/concerns, or no mention of issues at all.
3. Intervention (20%)	Programs or techniques are described and fully supported by the literature.	Intervention programs or techniques are provided but little or no justification is provided.	No intervention or techniques are provided.
4. Scholarship and resources (20%)	Evidence of thorough literature researched and significant (both quality and quantity) of references cited evenly across slides. Include 3 annotated bibliographies of web resources.	Adequate literature researched and at least 5 references cited (excluding the textbooks).	Cite fewer than 5 references.
5.Powerpoint presentation (20%)	Presentation is well organized and coordinated if co-present with others. Well use of technology/media aids. Presented within time frame.	Presentation in general is well communicated. 16-20 slides excluding cover page and reference page	Unprepared, lack or organization, and poor collaboration among team member.