

Summer 2020

## CE 534 Syllabus: Multiculturalism and Diversity

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<b>Winona State University</b> Counselor Education Department CE 534: Multiculturalism and Diversity Semester Hours: 3		
<b>Course Location</b>	This class is an asynchronous online course; there are no scheduled on-campus class meetings.	
<b>Instructor</b>	Anquetta V. Calhoun, Ph.D.	
<b>Instructor Phone &amp; E-Mail</b>	<b>Email:</b> <a href="mailto:anquetta.calhoun@winona.edu">anquetta.calhoun@winona.edu</a> ; <b>Cell:</b> (352) 474-9343; <b>Zoom:</b> <a href="https://minnstate.zoom.us/j/4076192192">https://minnstate.zoom.us/j/4076192192</a>	
<b>Program Website</b>	<a href="https://www.winona.edu/counseloreducation/">https://www.winona.edu/counseloreducation/</a>	
<b>Instructor Office Location</b>	349 Helble Hall, Winona Campus [due to COVID-19 all campus offices are closed.]	
<b>Instructor Office Hours:</b>	Fridays, 12:00 N to 4:00 PM, <i>or by appointment</i>	

## I. COURSE DESCRIPTION

The purpose of this course is to:

- (1) promote student growth and development through the learning and practice of basic communication and helping skills;
- (2) study cultural diversity as it relates to human relations and communication;
- (3) examine gender and sexual orientation in terms of human relations and communication; and
- (4) address human relations and communication as they relate to special populations (persons with disabilities, older adults, economically disadvantaged individuals, children, etc.). This course will also cover substance abuse issues as relates to diverse cultures, specifically as addressed by the Substance Abuse and Mental Health Services Administration (SAMHSA) Treatment Improvement Protocol (TIP) 59.

## II. COURSE PREREQUISITES

Prerequisites: Good standing with WSU/College/CED, and graduate status. No specific undergraduate/graduate course pre-requisites are required for admission to the course.

## III. COURSE OBJECTIVES

Students who complete this course will:

1. To improve human relations and communications skills.
2. To become aware of one's own philosophy of life.
3. To become more aware of feelings, values, and goals.
4. To gain an understanding of the dehumanizing effect of prejudice, racism, sexism and other "isms".
5. To develop a conscious awareness and working knowledge of people who are culturally diverse.

6. To become aware of issues associated with special populations (e.g. children, older adults, people with disabilities, people living in poverty, etc.).
7. To discuss and develop human relations and communications strategies for empowering all people.
8. To develop an understanding of the concepts of tolerance and civility as they relate to human relations, diversity and communication.

#### **IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY**

Bohannon, P. & van der Elst, D. (1998). *Asking and Listening: Ethnography as Personal Adaptation*. Long Grove, IL: Waveland Press, Inc.

Hays, D. G. & Erford, B. T. (2017). *Developing Multicultural Counseling Competence: A Systems Approach, 3rd ed.* Upper Saddle River, NJ: Pearson. ISBN-10: 0134522702, ISBN-13: 978-0134522708

Kimmel, M. S. & Ferber, A. L. (2017). *Privilege: A Reader, 4th Ed.* Philadelphia: Westview Press (Perseus Books). ISBN-13: 978-0-8133-5003-5

SAMHSA. (2014). *Improving Cultural Competence*, Treatment Improvement Protocol (TIP) #59. HHS Publication No. (SMA) 14-4849. Available for free download at:  
<http://store.samhsa.gov/shin/content//SMA14-4849/SMA14-4849.pdf>

#### **Other Suggested Resources:**

*Publication Manual of the American Psychological Association*, 6th ed. (2010). Washington, DC: APA. ISBN 9781433805622 or 9781433805615

**-OR-**

*Publication Manual of the American Psychological Association*, 7th ed. (2019). Washington, DC: APA. ISBN: 978-1-4338-3216-1

**NOTE:** Other readings as assigned (see D2L course page).

## V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the **Clinical Mental Health Counseling** and/or **School Counseling** content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 534 are included.

2016 CACREP STANDARDS CORE	LOCATION OF EVALUATION			
	projects	discussions	quizzes	exams
<b>1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</b>				
1e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.	X	X	X	X
<b>2. SOCIAL AND CULTURAL DIVERSITY</b>				
2a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.	X	X	X	X
2b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.		X	X	X
2c. Multicultural counseling competencies.		X	X	X
2d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.	X	X		
2e. The effects of power and privilege for counselors and clients.		X	X	X
2f. Help-seeking behaviors of diverse clients.		X	X	X
2g. The impact of spiritual beliefs on clients' and counselors' worldviews.	X	X	X	X
2h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.		X	X	X
<b>3. HUMAN GROWTH AND DEVELOPMENT</b>				
3i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.		X	X	X
<b>8. RESEARCH AND PROGRAM EVALUATION</b>				
8j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.	X	X		

2016 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION			
	projects	discussions	quizzes	exams
<b>1. FOUNDATIONS</b>			X	X
1b. Theories and models related to clinical mental health counseling.				
<b>2. CONTEXTUAL DIMENSIONS</b>				
2c. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.		X	X	X

2i. Legislation and government policy relevant to clinical mental health counseling.		X	X	X
2j. Cultural factors relevant to clinical mental health counseling.	X	X	X	X
<b>2016 CACREP STANDARDS SCHOOL COUNSELING</b>	<b>LOCATION OF EVALUATION</b>			
	<b>Projects</b>	<b>Discussions</b>	<b>Quizzes</b>	<b>Exams</b>
<b>3. PRACTICE</b>				
3k. Strategies to promote equity in student achievement and college access.		X	X	X

## VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including: Internet-based learning; lecture/discussion; case studies and responses to structured exercises; and the use of technology and media including videos, Podcasts, films, PPTs, etc.

## VII. COURSE EVALUATION METHODS

- Written projects 1, 2 & 3
- Midterm and Final Exams
- D2L discussions and short quizzes

Course Obj.	Assignment	Due Date	Points
1-4	Midterm Exam	Week 6 (due 6/22/20. 11:59 PM)	<b>10</b>
1-4	Final Exam	Week 12 (due 8/05/20. 11:59 PM)	<b>13</b>
2, 3, 4	D2L Quizzes	Weeks 2, 4, 7 & 8 (due 11:59 PM)	<b>15</b>
2, 3, 4	D2L Discussions	Weeks 3, 5, 8 & 10 (due 11:59 PM)	<b>12</b>
1-4	Project #1	Week 4 (due 6/08/20. 11:59 PM)	<b>15</b>
1-4	Project #2	Week 6 (due 6/26/20. 11:59 PM)	<b>20</b>
1-4	Project #3	Week 9 (due 7/17/20. 11:59 PM)	<b>15</b>
			<b>100</b>

### A. Description of Assignments

**NOTE: All assignments must be completed—students cannot self-select (i.e., “pick-&-choose”) which assignments to complete; all assignments are required for a passing grade!**

#### 0. MAKSS-CE-R Pre-and Post-Test Assessment (Ungraded)

The *Multicultural Awareness, Knowledge, and Skills Survey - Counselor Edition-Revised* (MAKSS-CE-R), is designed to measure an individual’s multicultural counseling awareness, knowledge, and skills, and more specifically, to assess the impact of training on learners' multicultural counseling competence. You will complete the 33-items assessment the first week of class (and you can easily self-score this), and again week 11, to measure your multicultural counseling competency development.

*I. EXAMS (Midterm Exam 10 points; Final Exam 13 points)*

We will have a 20-question, multiple choice (worth 10 points) **Mid-term Exam** covering chapters 1-8, due Week 6, Monday, 6/22/20 11:59 PM, and a 26-question, multiple choice (worth 13 points) **Final Exam** covering chapters 9-19, due Week 12, Wednesday, 8/05/20 11:59 PM, taken from the primary course textbook, *Developing Multicultural Counseling Competence: A Systems Approach, 3rd ed.*, by Hays & Erford.

*II. SHORT QUIZZES (5 quizzes, 3 points each, totaling 15 points)*

There will be five short quizzes—the first three from Bohannon & van der Elst's *Asking and Listening: Ethnography as Personal Adaptation*, and the last two are from SAMHSA. (2014). *Improving Cultural Competence*, Treatment Improvement Protocol #59. HHS Publication No. (SMA) 14-4849, Chapter 3—Culturally Responsive Evaluation and Treatment Planning (Quiz 4) and Chapter 5—Behavioral Health Treatment for Major Racial and Ethnic Groups (Quiz 5). Each quiz is 6 m/c questions worth 3 points.

*III. D2L DISCUSSIONS (4 points each; 12 points total)*

Students will submit questions on specific topics outlined by the instructor (see D2L “Discussion” page). We will have four discussion boards from Kimmel & Ferber's *Privilege: A Reader, 4th Ed.* throughout the semester. Course texts and scholarly literature should be used to support comments and opinions, include citing and referencing at the bottom of your comment post, at least one source in each post to support your comments and opinions about that topic. Students are required to view a minimum of 10 peers' posts, and to respond thoughtfully to at least two peers' posts.

- Discussion Question #1—Original post due Monday, 6/01/20; comments to others due Friday, 6/05/20.
- Discussion Question #2—Original post due Monday, 6/15/20; comments to others due Friday, 6/19/20.
- Discussion Question #3—Original post due Monday, 7/06/20; comments to others due Friday, 7/10/20.
- Discussion Question #4—Original post due Monday, 7/20/20; comments to others due Friday, 7/24/20.

**PROJECTS: (There are 3 projects worth 50 points total)**

**Project #1: Cultural Self-Analysis, 15 points.**

Write a paper examining your cultural identity and its impact on your life and interactions with others in terms of the following questions. Please be sure to explicitly address all of the questions in each section. Papers should flow as a narrative story rather than a question and answer format.

Race, Ethnicity, Geography, and National Origin

What do you identify as your nationality background, racial group, and ethnic identity? In what geographic region were you reared? Are you the product of a rural or urban environment?

What values are typical of that region? Where did your ancestors come from? Why and how did you or your ancestors come to the United States? In what ways did you/they adjust to this new home? What aspects of your/their culture of origin were retained? What impact does this way of entering the United States and the subsequent adjustment have on your culture? On your identity?

Religion and Spirituality

What was your religious affiliation (if any) during your childhood? How did this come to be in your family? How are conflicts due to religious values resolved? What do you think this religious preference reflects about your heritage/culture? What is your religious/spiritual affiliation now (if any)? If it has changed, how did that transformation happen?

#### Gender and Sexuality

What are your gender and sexual orientation? How are gender and orientation differences handled in your family of origin? How is sexism in your culture addressed? What behaviors, characteristics, beliefs, and values are defined by gender in your culture? How are gender roles divided? How is conflict between gender roles handled? What are some specific rules for marriage and childrearing in your culture?

#### Age and Accessibility

What is your age? Consider your interactions with your peers, as well as your elders. How does your age affect your experience in your family of origin? How has your degree of ability and accessibility shaped you as a person?

#### Class and Geography

What is the socioeconomic history of your family? What role or meaning does socioeconomic have for people with backgrounds like yours? If your socioeconomic history is different now, how did that transformation happen? What were music, art, and clothing preferences like in your family of origin? What were the political preferences of your family of origin? How did this come to be in your family? What do you think this political preference reflects about your heritage/culture? What is your political preference now? If it has changed, how did that transformation happen?

#### Personal Relationships

Think of significant people in your life when you were a child/adolescent (i.e. parents/guardians, close relatives, teachers, clergy, siblings, etc.). What do you remember about their attitudes and feelings toward multicultural and diverse populations? How were racism, heterosexism, genderism, ageism, classism, etc. addressed? What did you overhear them saying about multicultural and diverse groups? Who determined the “social norms” and “rules” of your family? How were they enforced? How were they passed to younger members of the family/group? What events can you remember that involved personal contact with diverse groups? What were/are your thoughts, feelings, and reactions? How many of your close, long-time friends were members of multicultural and diverse groups? In what ways, if any, were these friendships different from other friendships you have with friends who reflect your own cultural groups? What significant events have affected your family and those closest to you?

#### Group Membership

When did you first become aware that you were a member of each of the groups that have shaped your identity, whether you chose to embrace or reject those aspects? Please add any other information you think is pertinent to your cultural identity.

**Each paper should look like this:**

#### **Introduction**

Introductory text for the entire paper goes here.

#### **Race, Ethnicity, Geography, and National Origin**

Witty and insightful text goes here.

**Religion and Spirituality**

Witty and insightful text goes here.

**Gender and Sexuality**

Witty and insightful text goes here.

**Age and Accessibility**

Witty and insightful text goes here.

**Class and Geography**

Witty and insightful text goes here.

**Personal Relationships**

Witty and insightful text goes here.

**Group Membership**

Witty and insightful text goes here.

**Conclusion**

Concluding text for the entire paper goes here.

**Paper Length:** 8-10 content pages (i.e., not including a cover and reference page). It is necessary to cite sources to support your beliefs; your paper should include at least 3 academic sources properly cited and referenced. How do the authors of the texts or other scholarly sources explain what you are experiencing? *Use APA format and maintain third person usage when not personally reflecting.*

**Grading:** Relevance and thoroughness in each of the nine sections (see above) are worth **45 points (5 pts per section)**, and APA format, writing style/grammar, and citations/references are worth **5 points**;  
**Total=50 points, due Week 4, 6/08/20, 11:59 PM. Submit to the Assignments.**

**Project #2: Visceral Cultural Experience & Social Media Page, 20 points.**

In order to work toward cultural competency, it is important that you read, experience, and learn about what and how minority cultures and/or disadvantaged groups feel and experience. Empathy, as Carl Rogers taught us, is a necessary attribute for the clinician to possess in order to form a therapeutic alliance with the client. Empathy begins by understanding the client through *their* worldview. Project #2 will afford you two opportunities to experience actually “walking in the shoes” of the Other. For both Part 1 and Part 2, consider your using your research and ethnographic reconnaissance skills.

**Students will craft a social media page (e.g., Facebook, Tumblr, Weebly, etc.) documenting their experience. Total = 20 points. The completed assignment is due Week 6, 6/26/20 11:59 PM.**

Blog/record your thoughts, feelings, & experiences from both Parts 1 & 2 by using concepts and terms from the course material. See *Grading Rubric*, below, for suggested topic headings for your blog. **Email the instructor and all class participants your blog’s URL. Also, make sure you disable controls so folks can access your site without needing to set up an account.**

**Also, get started early.**

**Grading Rubric:**

1. What and how did you feel, and how did these two experiences help you gain awareness of or new perspectives on white privilege and/or of how the minority culture navigates their

- surroundings and any personal biases that you were not aware of before these experiences? (self-awareness and reflection). Compare and contrast these experiences. **(4 pts)**
2. Using your best multimedia platform creativity while employing your graduate learner, professional, and ethical judgment, assemble a mosaic to describe your experience —photos of sites and artifacts (e.g., photo of menu, etc.); music or videos that express to your audience your thoughts and emotions, or that come from the cultures your visited. **(4 pts)**
  3. From *Part 1*, consider what services the clientele utilizes (or might need) and create a resource list, including contact information, or provide direct links. **(4 pts)**
  4. From *Part 2*, describe in your blog the cultural group you visited
    - Thoughtfully include what you surmise they (client’s worldview) experience on a daily basis as Other in a white, middle-class-dominated society (use concepts and terms from the course material and your own personal research). **(4 pts)**
  5. From *Part 1* or *Part 2*, describe, based on course materials, how you would assess and apply counseling strategies for an individual from this culture/status group who is experiencing co-occurring mental health and substance abuse disorders (cultural and clinical competency). **(4 pts)**

**Total = 20 points**

**Part 1.** You will go to a local resource selected from the list below (or any other you locate) and have a meal. Yes, there is such a thing as a free lunch. You will need to figure out how to navigate your environment, which includes figuring out where to park to maintain your conspicuousness and anonymity. Go in, get in line, find a place to sit, and eat. Do not feel that you are taking food away from someone who needs it, they have plenty to go around. To gain the full experience, try to push yourself out of your level of comfort. It will be important for you to try to have conversations with other patrons. If you go with fellow classmates or friends, **do not sit together. You may not announce yourself**, such as, “I am a student at Winona State doing a school project.” Also, no substitutions—you must attend a “free meal” program.

**Due to COVID-19 restrictions and safety concerns, the following adjustment has been made to this assignment:** review possible sites and contact one of the sites you were considering attending. Research how the site normally conducted business: who they served? what were the cultural touchstones of the service/business? Check for online reviews or narratives regarding the business posted by previous visitors, clients or customers. Inquire as to how they are responding to the COVID-19 outbreak. How are they modifying their operation? What other food options, services or resources exist for their clientele? You can probably find photos of prospective agencies online to include in your social media page.

#### Suggested Sites:

##### La Crosse, WI

- **Place of Grace (Catholic Worker House):** Meals served Thursday evenings 4:30-7:00 pm and Sunday 2:00-4:00 pm. 919 Hood St., La Crosse, WI 54601 (608) 782-6224.
- **Come for Supper:** Meals every Tuesday at 5:00 pm. Everyone is welcome. Our Savior's Lutheran Church, 612 Division St., La Crosse, WI 54601 (608) 782-3468.

##### Rochester, MN

- **Saturday Noon Meals:** 11:00 am social hour, 12:00 pm sit-down, family-style meal served every Saturday at **Christ United Methodist Church** (enter on the east side, the door near 4th St SW), 400 5th Avenue SW, Rochester, MN 55902 (507) 289-4019

\* *“Christ United Methodist Church is a Reconciling Congregation. We acknowledge anyone who has felt the pain of exclusion and discrimination. Therefore, with open hearts, open minds, and open doors, we welcome people of all races, nationalities, theologies, and abilities. We welcome people of all sexual orientations and gender identities. We offer a safe and compassionate place to reconcile faith, identity, hope, understanding, and mutual respect.”*

- **Salvation Army Meals Programs** (scroll down to “lunch program”): Noon Meal Program, Monday through Friday, 12:00 to 12:45 pm, and Evening Meal Program, Mondays and Fridays, 6:00 pm, Salvation Army Service Center, 20 1st Avenue NE, Rochester, MN 55906 (507) 288-3663

### Winona, MN

- **Bethany House (Catholic Worker House)**: Mondays and Fridays, 6:00 pm, 832 W. Broadway, Winona, MN 55987 (507) 454-8094
- **Central Lutheran Church (“The Feast”)**: Every Wednesday from 5:00-6:15 PM Central Lutheran Church hosts a delicious home made meal open to everybody in the community. All meals are all-you-can-eat. A free-will offering is accepted from those able to contribute, but not at all required. 259 West Wabasha Street, Winona, MN, 55987 (507) 452-5156
- **Supper Tuesdays**: A free meal and fellowship every Tuesday from 11:30 am to 1:00 pm, Wesley United Methodist Church, 114 West Broadway, Winona, MN 55987 (507) 452-6783

### Twin Cities

- **CRS Minneapolis**—*Free Community Meals* list: <http://csrmppls.info/freemeals> and <https://theopendoorpantry.org/resources/community-meals/>
- **Free Public Meals**: House of Charity Food Centre is located in downtown Minneapolis, 510 South 8th Street, Minneapolis, MN 55404 (612) 594-2000. Monday through Friday: 8:30 - 9:00 am, breakfast for women and children. Noon - 1:00 pm Lunch open to all. Weekends, 10:30 - 11:30 am, brunch open to all. *“We are the only public lunch program in Minneapolis open every day of the year. Staff and volunteers prepare and serve free, hot, nutritious meals to 350 men, women, & children each day.”*
- **Loaves & Fishes** has free daily dining sites throughout the Twin Cities metro area.
- **Union Gospel Mission** has two meal sites in St. Paul, one at the **Bethel Hotel** Men’s Residence, and one at the **Naomi Family Residence** (Women and Children).
- **Sharing and Caring Hands** Day Services Center, 525 North 7th Street, Minneapolis, MN 55405 612-338-4640, [info@sharingandcaringhands.org](mailto:info@sharingandcaringhands.org). Meal Times are Monday – Thursday: 10AM, 12PM, & 3:30PM, Closed Fridays, and Saturday – Sunday: 9:30AM & 11AM
- **Aliveness Project Food Shelf** (scroll down), 730 E 38th Street, Minneapolis, MN, 55407, (612) 822-7946, serves lunch from 12:00 to 2:00 PM, Monday through Friday, and dinner from 5:00 to 7:00 PM, Monday through Thursday, with a brunch from 11:00 AM to 1:00 PM on Saturday.

**Part 2.** You will visit a shopping area, restaurant, bakery, or another cultural business of your choosing. **Please—the intention is for more than just going to an Americanized Japanese Steakhouse, or an Americanized Mexican, Chinese, or Thai restaurant!** If you have

questions about a setting, contact me beforehand. Full cultural immersion is your objective. Purchasing gas and buying an item at a gas station owned by people of Somali descent or walking through a local Halal butcher shop/meat market does not count, either! To gain the full visceral experience of what it feels like to be the minority culture you will need to push yourself out of your comfort zone and have conversations with those who may not understand you, nor you understand them. Ordering something to eat, inquiring about a product that you may or may not want to purchase, and having conversations with employees and customers at one of the locations listed below (under “Some Ideas For You”), could accomplish this experience. But, I want you to sit for a while and “people watch.” Use all of your participant-observation skills.

**Due to COVID-19 restrictions and safety concerns, the following adjustment has been made to this assignment:** Please complete a “virtual cultural immersion experience.” For whichever culture you were going to do a site visit for, I want you to do a “virtual” (online) visit to at least three sites for the culture you were going to visit. For example, if you were going to visit Somali cultural sites, you might virtually visit a restaurant, mosque, halal market, community center, etc.

- **You may substitute a religious service or activity**, such as at the St. Kosmas and Damianos Greek Orthodox Church, Masjed Abu Bakr Al-Seddiq, Hindu Samaj Temple, Buddhist Support Society (temple), or the B'nai Israel Synagogue & Dan Abraham Jewish Cultural Center, all of which are in Rochester, Minnesota. I’m sure similar institutions exist in Winona or La Crosse, and especially in the Twin Cities.

### SOME IDEAS FOR YOU

- **Shabelle Grocery & Restaurant** -Specializes in authentic African foods ranging from specialty meats, fish, grains, grocery, oils, fresh produce & spices. 2325 East Franklin Ave., Minneapolis, MN 55406 (612) 333-1101
- **Blue Nile Ethiopian Restaurant**, 2027 E Franklin Ave, Minneapolis, MN 55404 (612) 338-3000
- **Flamingo Ethiopian Restaurant**, 490 N Syndicate St, St Paul, MN 55104 (651) 917-9332
- **Holy Land Bakery & Deli** (Middle East), 2513 Central Ave NE, Mpls, MN 55418 612) 781-2627
- **Fasika Ethiopian Restaurant**, 510 Snelling Ave N., St. Paul, MN 55104 (651) 646-4747
- **Chimborazo** (Ecuadorian), 851 Central Ave., Minneapolis, MN 55418 (612) 788-1328
- **Suuqa Karmel** (Karmel Square Somali Mall), 2936-2944 Pillsbury Ave S, Minneapolis, MN 55408

*Karmel Square is a microcosm of Somalia’s rich cultural traditions- Somali snacks can be purchased, as well as prayer rugs- but most importantly, the mall has become a meeting place for the transplanted Somali community. The Suuqa Karmel adjoins Karmel Square and houses small, minority and immigrant owned businesses in a bazaar-type setting.*

- **Safari Restaurant** (Somali), 3010 4th Avenue So., Minneapolis, MN 55408 (612) 353-5341
- **Qoraxlow Restaurant** (Somali), 2910 Pillsbury Ave S Minneapolis, MN 55408 (612) 822-4480

- **Hamdi Restaurant** (Somali), 818 E Lake St, Minneapolis, MN 55407 (612) 823-9660
- **Mercado Central**, a Latin American, open-air shopping experience—groceries, restaurants, clothing, etc. 1515 E. Lake St., Minneapolis, MN 55407 (612) 728-5400  
Hours: Monday-Sunday, 10:30 am - 6:30 pm.  
<http://visitlakestreet.com/directory/category/mercado-central>
- **International Marketplace**, often referred to as the “Hmongtown Marketplace” or “Hmong Flea Market,” is located a few blocks from the State Capitol, 217 Como Avenue, St. Paul, MN 55103 (651) 487-3700 or 9612) 382-6403 open 8:00 am to 7:00 pm daily.
- **Destiny Café**, authentic Hmong food, .995 University Avenue West St Paul, MN 55104-4796 - (651) 649-0394

You can also search for ethnic cuisine at: <http://www.urbanspoon.com/c/29/Twin-Cities-restaurants.html>

### **LGTBQ**

- **Lush Food Bar** (restaurant), 990 Central Ave NE, Minneapolis, MN 55413 (612) 208-0358
- **Lyn 65**, 6439 Lyndale Avenue S., Richfield, MN (612) 353-5501
- **Red Cow**, 393 Selby Avenue, St. Paul, MN 55102 (651) 789-0545
- **Café Brenda**, 300 First Ave N., Minneapolis, MN 55401 (612) 342-9230
- **Hopscotch Grill**, 600 Hennepin Ave S., Minneapolis, MN 55403 (612) 656-7300

### **Project #3: Special Population PowerPoint Presentation, 15 points**

Each student will prepare a recorded (video/audio) PowerPoint (PPT) presentation on a multicultural counseling issue. The presentation should address an issue of your choice relevant to the content of this course that can be gainfully explored within the research traditions of a current school, mental health or addictions multicultural counseling issue. Examples of topics could be counseling Asian-American, Somali, or LGBTQ+ students, counseling elderly prescription drug abusers, interacting with parents of a different culture, counseling pregnant women with current or recent SUDs issues (or narrow it down further to a specific cultural group), etc. Your PPT presentation should provide background information on the topic (based on research found in journal articles and your textbook), including available local demographic data, as well as explanations for how culturally competent counselors can adequately address the counseling issue. These headings (at least one—or more—slide per heading) should be covered in your presentation:

- Introduction and relevance of the issue (Why it is a pressing multicultural issue?) **2 pts.**
- Research specific to the multicultural counseling issue/population (including available demographic data) **2 pts.**
- Advocacy considerations/social justice needs **2 pts.**
- What additional training, experience, education, etc., you would need to be effective with this population **2 pts.**
- How you would address the identified clients’ needs as an addictions, mental health, or school counselor **2 pts.**
- Conclusion **1 pts.**
- References **2 pts.** (references should be listed on the final slide with citations included throughout the PPT presentation).
- APA formatting and writing style/grammar are worth **2 pts;**

**Total = 15 pts. Due Week 9, 7/17/20, 11:59 PM)**

### References

- Baruth, L. & Manning, M. (2012). *Multicultural counseling and psychotherapy: A lifespan approach* (5th ed.). Boston, MN: Pearson.
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## B. Grading for Course

Points	Grade	Points	Grade
100-93	A	92-86	B
85-79	C	78-72	D

## VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

### A. University Expectations and Resources

**Diversity Statement:** This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be

encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

**Academic Integrity:** Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

**Electronic Device Notice:** As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

**Laptop/PDA Policy:** Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

**Class Visitor Policy:** Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

**E-mail Policy:** You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

**Accommodations:** Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

**Commitment to Inclusive Excellence:** WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

## **B. Graduate Student Resources**

**General Information:** Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, ([www.winona.edu/rochester/](http://www.winona.edu/rochester/));  
 RCTC Counseling Center, UCR Room SS133; 285-7260 ([www.rctc.edu/counseling\\_career\\_center/](http://www.rctc.edu/counseling_career_center/))  
 UCR Learning Center, UCR Room AT306; 285-7182

**Counseling Services:** Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

**Other Support Services:** WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

**UCR Learning Center – Rochester:** For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.  
**Writing Center - Winona:** The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

**Student Grievances:** Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>

## IX. TENTATIVE\* COURSE SCHEDULE

Week	Readings & Assignments
1 5/15-22	<p><b>Module 1: Introduction &amp; Course Overview</b> Syllabus and assignments; APA format. Complete the <i>Multicultural Awareness, Knowledge, and Skills Survey - Counselor Edition-Revised</i> (MAKSS-CE-R) (Pre-test), <b>Due Friday, 5/22/20. 11:59 PM.</b> Review Multicultural Counseling Competencies handout. Read Hays &amp; Erford <i>Developing Multicultural Counseling Competence: A Systems Approach, 3rd ed.</i>, Part 1, Chapters 1—The Culturally Competent Counselor &amp; Chapter 2—Cultural Identity Development. Read Bohannon &amp; van der Elst <i>Asking and Listening: Ethnography as Personal Adaptation</i>, Part 1: Alien Beings with Human Faces, Chapters 1-4.</p>

2 5/23-29	<b>Module 2: Complete Short Quiz #1 Due Monday, 5/25/20, 11:59PM</b> on Bohannon & van der Elst, Part 1. <i>Developing Multicultural Counseling Competence</i> : Read Chapter 3, Social Justice Counseling. <i>Asking and Listening</i> : Read Part 2: Improving the Observers, Chapters 5-17. Special Topic Area: Overcoming Counselor Cultural Bias. <b>Complete Short Quiz #2 Due Saturday, 5/30/20, 11:59 PM.</b>
3 5/30-6/05	<b>Module 3: <i>Developing Multicultural Counseling Competence</i>: Read Chapter 4, Racism and White Privilege. Read Kimmel &amp; Ferber <i>Privilege: A Reader, 4<sup>th</sup> Ed.</i>, Part One—Seeing-and Refusing to See-Privilege Chs 1-8. <b>Submit Discussion Question #1—Original post due Monday, 6/1/20; comments to others due Friday, 6/5/20.</b></b>
4 6/6-12	<b>Module 4: <i>Developing Multicultural Counseling Competence</i>: Read Chapter 5, Gender and Sexism. <b>Submit Project #1, Cultural Self-Analysis Paper, Due Monday, 6/8/20, 11:59 PM.</b> <i>Developing Multicultural Counseling Competence</i>: Read Chapter 6, Sexual Orientation and Heterosexism. <i>Asking and Listening</i>: Read Part 3: Ethnography as a Survival Mechanism &amp; Part 4: The Curse of Ethnocentrism. <b>Complete Short Quiz #3 Due Friday, 6/12/20, 11:59 PM.</b></b>
5 6/13-19	<b>Module 5: <i>Developing Multicultural Counseling Competence</i>: Read Chapter 7, Social Class and Classism. <i>Privilege: A Reader</i>: Read Part Two—Understanding Privilege, Chs 9-15 <b>Special Topic Area: Addressing the Behavioral Health Needs of Men. <b>Submit Discussion Question #2—Original post due Monday, 6/15/20; comments to others due Friday, 6/19/20.</b></b></b>
6 6/20-26	<b>Module 6: <i>Developing Multicultural Counseling Competence</i>: Read Chapter 8, Disability, Ableism, and Ageism. <b>Complete Mid-Term Exam, due Monday, 6/22/20, 11:59 PM.</b> <i>Developing Multicultural Counseling Competence</i>: Read Chapter 9, Individuals and Families of African Descent. <b>Submit Project #2, Visceral Cultural Experience &amp; Facebook Page, Due Friday 6/26/20</b></b>
7 6/27-7/03	<b>Module 7: <i>Developing Multicultural Counseling Competence</i>: Read Chapter 10, Individuals and Families of Arab Descent. Read SAMHSA. (2014). <i>Improving Cultural Competence</i>, Treatment Improvement Protocol (TIP) #59. HHS Publication No. (SMA) 14-4849, Chapter 3—Culturally Responsive Evaluation and Treatment Planning. <b>Complete Short Quiz #4 Due Friday, 7/3/20, 11:59 PM.</b></b>
8 7/4-10	<b>Module 8: <i>Developing Multicultural Counseling Competence</i>: Read Chapter 11, Individuals and Families of Asian Descent. <i>Privilege: A Reader</i>: Read Part Three—Intersections: The Complicated Reality, Chs 16-20. <b>Submit Discussion Question #3—Original post due Monday, 7/6/20; comments to others due Friday, 7/10/20.</b> <i>Developing Multicultural Counseling Competence</i>: Read Chapter 12, Individuals and Families of Latin Descent. Read SAMHSA. (2014). <i>Improving Cultural Competence</i>, Treatment Improvement Protocol (TIP) #59. HHS Publication No. (SMA) 14-4849, Chapter 5— Behavioral Health Treatment for Major Racial and Ethnic Groups. <b>Complete Short Quiz #5 Due Friday 7/10/20, 11:59 PM.</b></b>
9 7/11-17	<b>Module 9: <i>Developing Multicultural Counseling Competence</i>: Read Chapter 13, Counseling Individuals and Families of Native American Descent, and Chapter 16, Spiritual Diversity.</b>

	<b>Submit Project #3, Special Populations PowerPoint Presentation, Due Friday, 7/17/20, 11:59 PM.</b>
<b>10</b> 7/18-24	<b>Module 10:</b> <i>Developing Multicultural Counseling Competence:</i> Read Chapter 14, Individuals and Families of European Descent, and Chapter 15, Individuals and Families of Multiracial Descent. <i>Privilege: A Reader:</i> Read Part Four—Making New Connections-Moving Forward, Chs 21-26. <b>Submit Discussion Question #4—Original post due Monday, 7/20/20; comments to others due Friday, 7/24/20.</b>
<b>11</b> 7/25-31	<b>Module 11:</b> Complete the <i>Multicultural Awareness, Knowledge, and Skills Survey - Counselor Edition-Revised (MAKSS-CE-R)</i> (Post-test) <b>Due Friday, 7/24/20, 11:59 PM.</b> <i>Developing Multicultural Counseling Competence:</i> Read Chapter 17, Using Counseling Theories in Multicultural Contexts, and Chapter 18, Multicultural Diagnosis and Conceptualization. Final Exam available <b>Friday, 7/31/20.</b>
<b>12</b> 8/01-05	<b>Module 12: Final Exam is due Wednesday, 8/5/20, 11:59 PM.</b>

*\*syllabi are created with ideals, intentions, and goals in mind; however, some lessons, lectures, and presentations may be longer or shorter than anticipated and/or sometimes life just happens. This schedule is, therefore, tentative and may require adjustments and corrections throughout the semester.*