

Spring 2017

CE 534 Syllabus: Multiculturalism and Diversity

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Winona State University Counselor Education Department CE 534 Multiculturalism and Diversity Semester Hours: 3		
Course Location	This class is a hybrid course, meeting face-to-face bi-weekly; Wednesday evenings from 5pm to 8pm in Rochester, at Rochester Broadway, room 317.	
Instructor	Robin Alcala Saner, MS, LSC	
Instructor Phone & E-Mail	(507); rsaner@winona.edu	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	4 th and Broadway, Rochester	
Instructor Office Hours:	Monday: 3:00pm—5:00pm; Tuesday: 1:00pm—5:00pm; Wednesday, 3:00-5:00; Thursday: 10:00-noon; other hours by appointment	

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.) Grade only. 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

1. Good standing with WSU/College/CED, and graduate status.
2. 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 explore pluralism as it relates to the implementation and on-going practice of multicultural counseling competencies in community and school counseling settings.
2. To improve human relations and communications skills.
3. To become aware of one’s own philosophy of life.
4. To become more aware of feelings, values, and goals.

5. To gain an understanding of the dehumanizing effect of prejudice, racism, sexism and other “isms”.
6. To develop a conscious awareness and working knowledge of people who are culturally diverse.
7. To become aware of issues associated with special populations (e.g. children, older adults, people with disabilities, people living in poverty, etc.).
8. To discuss and develop human relations and communications strategies for empowering all people.
9. To develop an understanding of the concepts of tolerance and civility as they relate to human relations, diversity and communication.

IV. COURSE REQUIRED TEXTS

Sue, D. W. (2015). *Race talk and the conspiracy of silence: Understanding and facilitating difficult dialogues on race*. Hoboken, NJ: Wiley.

Sue, D. W. & Gallardo, M.E. (2014). *Case studies in multicultural counseling and therapy*. Hoboken, NJ: Wiley.

***TIP 59:** *A treatment improvement protocol: Improving Cultural Competence (2014)*. US Department of Health and Human Services Administration: Center for Substance Abuse Treatment, Rockville, MD. ***Found on D2L**

Additional readings will be posted by the Instructor/group leader on D2L (see Course Schedule)

V. COURSE CONTENT AREAS

The course meets the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2009) Standards for Clinical Mental Health Counseling.

2009 CACREP STANDARDS CE 651	LOCATION OF EVALUATION				
	1. Class attendance & participation, lecture	2. RLT 1 - StoryCorps	3. RLT 2 – PhotoVoice	4. RLT 3 – Multicultural experience	5. Podcast
DIVERSITY AND ADVOCACY - CMH E. Knowledge E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	X	X	X	X	X

E2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.	X	X	X	X	X
E3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.	X		X		X
E4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.	X		X		
E5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.	X		X		
DIVERSITY AND ADVOCACY School counseling					
E. KNOWLEDGE	X	X	X	X	
E1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.					
E2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.	X	X	X	X	X
E3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	X		X		
E4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.	X	X	X	X	X

VI. METHODS OF INSTRUCTION

- A. Lecture/ discussion
- B. Case studies and responses to structured exercises
- C. Use of technology and media including videotapes, Podcasts, films, and Power Points
- D. Modeling
- E. Internet-based learning
- F. Reflective self-evaluations

VII. COURSE ASSIGNMENTS

Assignment (Description and Number)		Points	CACREP Standards Assessed
1	Attendance and Participation (individual and group)	150	All
2	Story Corps	100	CMH: E1, E2; SC: E1, E2, E4
3	PhotoVoice	150	All
4	Cultural Experience	100	CMH: E1, E2; SC: E1, E2, E4
5	Podcast	100	CMH: E1, E2; SC: E1, E2, E4
Total Points for Course		450	

Grading Scale (Course):

405-450 = A; 360-404 = B; 315- 359 = C; 270-314 = D; Below 269 = F

A. Description of Assignments

Assignments are expected on time. If for some reason a student has difficulty meeting course expectations, the student is responsible for notifying the instructor immediately to work out an alternate plan agreed upon by both parties. *Late assignments will result in a minimum 10% reduction in the grade. Lack of instructor permission may result in no credit for assignment.*

The assignments for this class will require planning as you will need to schedule time outside of the classroom for interviews, activities, etc. Please plan ahead so you can complete the projects on time. Additionally, you will be provided some class time to complete your assignments. **All papers are to align with the APA guidelines.**

1. Attendance and participation (150 pts)

Face-to-face: Students are required to attend all face-to-face classes and be active and engaged learners.

- It is expected that you come to class prepared by having completed the assignments and readings. This class is interactive and your presence is important to your group. Each class will begin with a discussion of current events relative to the topic.
- If you need to miss a class due to an emergency or illness, you are expected to contact the instructor as soon as possible.
- Inclement weather may interfere with class. The instructor will notify students of cancellation by 2pm of the day of class and notifications will be made via D2L announcements, the WSU homepage, and WSU email. If class is cancelled due to weather, there will be an internet component in place of the face-to-face class.

On-line: Students will be assigned groups and each week of on-line class, one group member will be assigned to leading the discussion. Discussion must be posted by date assigned, each member must respond by Friday, and the group leader will provide feedback by Monday. It is expected that each group member read all group posts.

2. RLT 1 - StoryCorps (100 pts.)

The purpose of this activity is to gain an appreciation of someone from a different culture through the story process. You will want to

1. Upload the “StoryCorps” app to a device <https://storycorps.me> . If you do not have a device that can work, let the instructor know and we will work on getting something for you to work with.
2. Listen to at least two of the recordings posted on <https://storycorps.org>
3. Find an adult who is willing to be interviewed and recorded and is from a culture other than your own. If you are unsure of the appropriateness of your choice, please contact the instructor for clarification.
4. Schedule a time, and utilizing the StoryCorps app, interview the adult.
5. Post the recording.
6. Write a 2-4 page reflection paper about the experience. Some things to reflect on:
 - a. What did you learn about the person’s story?
 - b. Was your interview similar to the ones you heard?
 - c. How, if at all, did this experience change you?
 - d. How, if at all, do you think this changed your interviewee?
 - e. What was the most significant part of the interview?
 - f. What do you wish you had asked?
7. You will do an informal presentation of your story experience and play a brief excerpt.

3. RLT 2 - PhotoVoice Project (150 pts.)

This project is both a learning experience and a vehicle for advocacy. You will use visual evidence to recognize and voice the problems faced by underrepresented populations as well as sharing potential solutions with policy makers. You will write a one-paragraph description of your topic and submit it to the dropbox for approval.

PhotoVoice has 3 main goals:

1. To enable people to record and reflect on the strengths and problems of individuals, families, schools, communities, and the larger society;
2. To promote critical dialogue and knowledge about important issues through large and small group discussions and photographs; and
3. To reach policy makers. (Wang, 1999)

You will do this by identifying a topic you would like to address, i.e. homelessness, civil rights issues, GLBTQA, treatment of Muslims, etc. You will take photos that represent the topic you are addressing, write a 6-10 page paper, and present your topic in class.

Paper - In your paper, include the following (use headings to organize your paper):

- Literature Review of the selected topic – this section should include both an introduction/background on the topic and discussion of the topic, utilizing a minimum of 3 resources beyond class resources.

- Ethical and social justice implications – Succinctly describe the mandate to advocate on this topic and highlight the social justice implications of the topic being addressed.
- Implications for your profession – This section is a thoughtful and reflective summary of the role of the counselor/professional in addressing the problem and suggestions for improvement. This section is written in a subjective, first person voice (Use “I”, “me”, “my”)
- Why did you choose the photographs you selected and what is the story behind the photographs. Please be sure to include photos and caption in an Appendix section.
- To whom will you share the project with? Why? How will you disseminate the information to stakeholders? What might be the implications of your actions?
- What will you take away from this experience?

Presentation

- Brief description of your topic and its impact.
- Why did you choose the photographs you selected? (Include 3-5 photos and caption/narrative)
- What are implications for professionals?
- To whom will you share the project with?
- One thing you will take away.

4. RLT 3 - Cultural experience (100 pts.)

For this assignment you will attend an activity, volunteer at an agency, etc. that will take you out of your comfort zone and expose you to something outside of your regular cultural activities. Since we all have different cultural norms, you will need to determine what differs from your experience. ***Your experience must be preapproved by the professor.*** You will write a one-paragraph description of the experience and why you chose it and submit it to the dropbox. Some possibilities include (*but are not limited to*):

- Going to a mosque (males only as women are not allowed in the mosque), Synagogue, Temple, etc.
- Volunteering at a Senior Center or nursing home
- Volunteering at a Special Olympics event
 - <http://specialolympicsminnesota.org/events/>
 - <http://www.specialolympicswisconsin.org/>
- Volunteering at a soup kitchen, food shelf, shelter, Interfaith Hospitality Network (<http://www.ihn-greater-rochester.org/>)
- Attending a Pride event
- Going to a Pow Wow or other Native American activity
 - <http://calendar.powwows.com/events/categories/pow-wows/pow-wows-in-minnesota/>

Following this meaningful experience, you will write a 3-5 page paper in APA format about your experience:

- What was it like? Be descriptive.
- Did it meet your expectations? How?
- How was this different from your typical experiences? *Note: if the answer is that it was not different, then the experience is not appropriate for this assignment.*
- How was this similar to any previous life experiences?
- What surprised you?
- What was your emotional response?
- What did you learn?
- Would you do it again, or would you choose a different opportunity?
- What were your “aha” moments or “takeaway” learning experiences?

5. RLT 4 - Podcast (100 points)

Your group will be assigned a case study from the Sue & Gallardo book. You will create a podcast, utilizing technology to record and post the discussion. If you are unfamiliar with the podcast format, please listen to one to learn to understand the format. We will discuss this further in class.

Podcast reflection

The podcast is one format for having a discussion regarding multiculturalism. By creating the podcast assignment, we pulled together the following:

- Knowledge of topic
- Participation in the multicultural discussion
- Identification of counseling tools/techniques for working with diverse individuals
- Facilitation skills
- Critical thinking

As a follow up creating and participating in the podcast, you will listen to one additional podcast and write a 2-page reflection paper on the entire experience. Some of the things you *may* want to address:

- Benefits and challenges of having the podcast discussion
- How do you think the discussion would have been different if we did it the first week of class?
- What did you learn from your group’s case regarding working with that particular client?
- What did you gain from the other podcasts?
- Did you have any “aha” moments from this experience?
- Have you gained any new insights or ideas regarding certain clientele?
- Do you learn anything about yourself or others through this process?

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/):

RCTC Counseling Center, UCR Room SS133; 285-7260 (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. COURSE SCHEDULE

DATE	Course Topics & Readings	Course Assignments
1/11/2017	<i>Introduction & syllabus posted</i> <i>Ground rules</i> <i>Groups assigned</i>	TIP 59 Chpt. 1
1/18/2017	Cultural competence & race Beginning the race talk –what is it?	Chapters 1 & 2 TIP 59 Chapter 2
1/25/2017	<i>ON-LINE DISCUSSION</i> <i>Stories & narratives</i>	Chapter 3 • <i>Identify PhotoVoice topic</i>
2/1/2017	Ground rules for the Race Talk Myths Nonverbal communication & avoidance	Chapters 4 & 5 TIP 59 Chapter 3 <i>Preapproval for cultural experience due</i>
2/8/2017	<i>StoryCorps presentations</i>	Chapters 6 & 7 TIP 59 Chapter 4 • <i>StoryCorps Due</i>
2/15/2017	Strategies for starting the discussion	Chapters 8 & 9 • TIP 59 Chapters 5 & 6
2/22/2017	<i>ON-LINE DISCUSSION</i> <i>PhotoVoice discussion</i>	Chapter 10 •
3/1/2017	Difficult dialogues Identity development	Chapters 11 TIP 59 Chapters 5 & 6
3/8/2017	WSU Spring Break	No class
3/15/2017	<i>Photos chosen with group assistance</i> <i>Being a change agent</i>	• Chapter 12
3/22/2017	PhotoVoice presentations Next steps – helping others talk about race	<i>PhotoVoice Project Due</i>
3/29/2017	<i>ON-LINE DISCUSSION</i> <i>Strategies</i>	Chapter 13
4/5/2017	Share cultural experience Practice podcast	Listen to a podcast
4/12/2017	<i>Cultural experience feedback/discussion</i>	<i>Cultural experience paper due</i>
4/19/2017	Podcast created in class	
4/26/2017	<i>FINAL - online</i>	<i>Podcast reflection due</i>

Cultural Experience Rubric (100 pts.)

	<i>26-30 points</i>	<i>21-25 points</i>	<i>Below 21 pts.</i>
<i>Format (30 pts.)</i>	Excellent writing skills, no grammatical errors, thorough, and accurate APA format	Good writing skills, few errors, and accurate APA format	Poor writing skills. Several errors. Inadequate APA format
<i>Format Grade</i>			
	<i>31-35 points</i>	<i>25-30 points</i>	<i>Below 25 points</i>
<i>Depth of Understanding (35 points)</i>	Thoroughly addresses every component of paper and insightful description of experience	Adequately addresses every component of paper and satisfactory description of experience .	Does not address every component of paper, insufficient description of experience.
<i>Depth grade</i>			
	<i>31-35 points</i>	<i>25-30 points</i>	<i>Below 25 points</i>
<i>Reflection (35 points)</i>	Exceptional depth of reflection and personal impact of experience	Sufficient depth of reflection and personal impact of experience	Insufficient depth of reflection and limited evidence of person impact of experience.
<i>Reflection grade</i>			
TOTAL			

PODCAST Rubric

<i>Ease of following (35 pts.)</i>	
<i>Participation (35 pts.)</i>	
<i>Reflections (30 pts.)</i>	
<i>Total (100 points)</i>	