Carson-Newman University
COUN 550 – Holistic Counseling in a Diverse World
Course Syllabus

Course Instructor:

Email address:
Office Hours:
Phone:

Credit: Three (3) semester hours graduate

Required Texts:


Additional readings will be posted on Edvance360.

Recommended Text:


Supplemental Peer Reviewed Journal Articles


## Overall Course Objectives

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>CACREP</th>
<th>Eval</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop understanding of how living in a multicultural society affects those seeking counseling services and realizes necessary components to work against oppression and discrimination</td>
<td>CMHC-E.1</td>
<td>1, 2</td>
</tr>
<tr>
<td>2. Develop understanding of the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and educational reaches and those of the client.</td>
<td>CMHC-E.2</td>
<td>1, 3</td>
</tr>
<tr>
<td>3. Develop understanding of current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of individuals with mental and emotional disorders.</td>
<td>CMHC-E.3</td>
<td>2</td>
</tr>
<tr>
<td>4. Develop understanding of effective strategies to support client advocacy and influence public policy and government relations on school local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of counseling.</td>
<td>CMHC-E.4</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>5. Develop understanding 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.</td>
<td>CMHC-E.5; SC-E.1</td>
<td>3, 4, 5</td>
</tr>
<tr>
<td>6. Gains knowledge of public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.</td>
<td>CMHC-E.6</td>
<td>4, 5</td>
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<tr>
<td>6. Gains knowledge of multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally.</td>
<td>II-G.2.a</td>
<td></td>
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<tr>
<td>7. Demonstrates understanding of attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients.</td>
<td>II-G.2.b</td>
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<tr>
<td>8. Gains knowledge of theories of multicultural counseling, identity development, and social justice.</td>
<td>II-G.2.c</td>
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<tr>
<td>9. Gains knowledge of counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body.</td>
<td>II-G.2.e</td>
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<tr>
<td>10. Demonstrates understanding of counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.</td>
<td>II-G.2.f</td>
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## Skill and Practice

<table>
<thead>
<tr>
<th>Skill and Practice</th>
<th>CACREP</th>
<th>Eval</th>
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<tbody>
<tr>
<td>Demonstrate ability to apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.</td>
<td>CMHC-D.2</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>Demonstrate ability to advocate for policies on a local, state and national level to provide programs, and services that are equitable and responsive to the unique needs of all clients.</td>
<td>CMHC-F.2</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>Demonstrates multicultural competencies for working with a diverse population in individual, family, group, and community interventions</td>
<td>II-G.2.d</td>
<td>3, 4, 5</td>
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<tr>
<td>Demonstrate insight into cultural self, promoting social justice, advocacy, and conflict resolution for all individuals.</td>
<td>3, 4, 5</td>
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<tr>
<td>Explore attitudes, beliefs and reflection of acculturation experiences.</td>
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**Strong recommendations for further readings and professional activities:**
Use materials and resources found in ACA and APA publications.
Consider student membership in area (SMCA), state (TCA), and national (ACA) professional counseling organizations representing your area of emphasis and attend meetings when possible. Participate in professional development activities for counselors.

**Methods of Instruction:**
This course will include lecture, class discussion, multimedia, film viewing, small group activities, role-playing exercises; supervised counseling practice, and, demonstrations of counseling techniques. Small-group activities will facilitate acquisition of counseling skills.

**C-N Catalog Course Description:**
This course provides students with skills necessary effectively counsel individuals from a variety of backgrounds in today’s pluralistic society.

**Evaluation methods:**
The Instructor will use the following criteria to evaluate student’s progress in meeting course objectives.

- Examinations/IAT & Reflection
- Class Discussions/online & during residency requirement
- Participation in Multi-Cultural film & Immersion Project
- Reflection/Discussion on Multi-Cultural film & Immersion Project.

**Course Requirements and Grading Criteria:**

**Grade Scale:**
Grades will be assigned on the basis of the following percentages:

- 90%-100% A
- 80%-89% B
- 70%-79% C
- Below 70% F

**Course Assignments**
All work needs to be formatted according to APA style. Assignments are to be turned in at the start of class on the assigned due date. Late assignments will be accepted with the understanding that 5 points will be deducted for each day late, including the weekends.

**Assignment #1 Implicit Associations Test (IAT) (100 Points)**

We often censor our thoughts and beliefs from others as well as ourselves. This website was designed to provide the opportunity for individuals to assess conscious and unconscious preferences by measuring your reaction time in various tasks. Exercises have been created to measure possible hidden biases you may have regarding a range of issues and populations. Completion time for each exercise is approximately 10 minutes.

- Race and ethnicity (White, African American, Arab-Muslim, Asian, Native American)
To begin the IAT or to gain more information follow this link:
https://implicit.harvard.edu/implicit/
Based on the results of this assessment, you may consider engaging in other activities designed
to increase your sensitivity or understanding about individuals from a particular group and
decrease subtle bias you may hold.

Register for and take the IAT. Following the results write & reflect upon the following concepts;

- How vulnerable did it feel to be assessed in a way that is supposed to truly identify your
  feelings towards marginalized populations
- What went through your head as you were proceeding through the exam
- How might someone see you, and categorize/rate you in this assessment
- How does this fit with the concepts of privilege (identify which privileges you hold)
- Assess how your outcomes tie into your role as a counselor, and how this might change
  how you see/interact with your clients

Assignment #2 Please sign up for one of the following movies. View the movie, and then relate it to the concepts we have studied. You will be graded on the following. (100 Points)

- The identification of how the film addresses multicultural and pluralistic trends, including
  characteristics and concerns within and among the group the film focuses on both
  nationally and internationally;
- Relevant theories of multicultural counseling, identity development, and social justice;
  individual, couple, family, group, and community strategies for working with that
  particular group.
- Self-Reflection on how you view the characters, their struggles and their identity. How
  you might effectively counsel them in a counseling relationship.
- Specifically, which culturally supported behaviors would promote optimal wellness and
  growth of the human spirit, mind, or body among the protagonist in the film
- Examples of intentional and unintentional oppression and discrimination throughout the
  film.
- Please do not simply give me a report of the film. A brief one paragraph summary at the
  beginning of the paper will suffice.

**Blue Diner** is a movie about a Puerto Rican woman who struggles with her relationship
with her mother and love relationships. One day she wakes up and is no longer able to
speak or understand Spanish. Language and bicultural issues as well as mother-daughter
relationship is central. (Comedy/Drama)
• **Eat Man Drink Woman** is a Chinese film about a man and his three daughters. The movie centers around food and the father daughter relationships. Age and gender issues are prominent. (Comedy)

• **Lonesar** is a murder mystery that takes place in a Texas/Mexico border town. Many interesting reflections on immigration, military, law enforcement, etc. (Drama, mystery)

• **Mi familia** is a moving film about a Mexican American family living in California. (Drama)

• **My mother likes women** is a Spanish movie about three daughters who discover that their mother is in love with another women and they try to break up her relationship. (Comedy)

• **Rabbit Proof Fence** is based on a true story about three young aboriginal (“Half Caste”) girls in Australia (around 1930’s) who are forcibly taken from their mothers through a government racial cleansing policy and escape to try to find their way back home. (Drama)

• **Real women have curves** is a movie about a young Latina who is struggling between her goals of going to college and her family’s desire for her to stay with the family. Body image issues, mother daughter relationship, social class issues, and sexuality are also central. (Comedy/Drama)

• **Salvador** is a movie about a journalist in Central America who becomes aware of the impact of the political struggle. (Drama)

• **Smoke signals** is a film based on the book, “The Lone Ranger and Tonto fist fight in heaven”. The film is about two teenage American Indian boys and their identity, their relationship with themselves and with their families. (Drama)

• **Zebrahead** is about a Jewish American high school student growing up in a predominantly African American community who is struggling with his racial identity. (Drama)

Assignment #3 (100 Points)
You will immerse yourself in an experience where you are the cultural minority. This could be attending a church service, visiting a restaurant, going to a hair salon, concert or other activity. You must attend this event alone, and write about it. You will be graded on your reflections and a course discussion lead regarding your impressions. This will be presented during residency requirement #1.

2. Participation in online discussions (100 points)
   o A MINIMUM of 5 posts are required weekly related to readings, ppt and external articles. These posts must occur between the 2nd and 5th day of the week at a minimum. Eg. The week’s posts are posted on Monday, each person needs to post continually at least from Tuesday, thought Saturday at a minimum, although it is encouraged that you post daily. The daily posts will create a discussion forum imperative for a hybrid course. (100 points)

• Participation in residency requirements (100 Points)
  o Full participation and attendance is required throughout both residency requirements. Failure to adequately participate will result in a loss in points. (50 points)
Course Policies

Code of Ethical Behavior
The standards of ethical behavior established in the American Counseling Association (ACA) code of ethics will be adhered to by each student, within the context of the course. All participants in this course will be held accountable for knowing and following the Ethical Guidelines presented in the textbook as well as ASCA and ACA.

Course Format
Class sessions will include presentations by the instructor, informed discussions by class members, small group assignments, and experiential activities as well as peer supervision. This class will utilize a variety of instructional methods, including lecture, individual and group work, audio/visual materials, demonstrations and experiential role plays. These instructional methods will utilize both online and face to face class meetings to meet course objectives.

Attendance

Attendance at all class meetings is expected and is of the utmost importance in a class of this nature. Attendance is measured by full participation throughout the entire week of an online course, as well as student presence in all of the on-site meetings.

Participation
Student participation and interaction will be a major focus of this class. Active participation in all discussions/activities is expected and necessary for successful completion of the course. Preparation for class should include both reflection upon assigned reading and reflecting on the material.

Technology
Use of cell phones/computers/other electronic devices is PROHIBITED during the class residency requirement.

Late/Incomplete Assignments
Expectations of graduate students within the context of a master’s program are that all assignments are completed within the time established in the syllabus. An inability to complete these assignments within the period allotted will result in loss of credit. If you foresee an inability to complete an assignment within the give time, you need to speak with me PRIOR to the due date of the assignment.

Course Schedule

<table>
<thead>
<tr>
<th>Date/Week of</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td></td>
<td>Multicultural and pluralistic trends, including characteristics and</td>
<td>Anderson, Ch 1-3</td>
<td>Readings, Participation in Online Discussion</td>
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<tr>
<td></td>
<td>concerns within and among diverse groups nationally and internationally;</td>
<td>Diller Ch 1-4</td>
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<td></td>
<td>Attitudes, beliefs, understandings, and acculturative experiences,</td>
<td>Diller Ch 4-7</td>
<td>Readings, Participation in Online Discussion</td>
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<tr>
<td></td>
<td>including specific experiential</td>
<td>Lewis Ch 3-4</td>
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<tr>
<td>Learning activities designed to foster students’ understanding of self and culturally diverse clients;</td>
<td>Lewis Ch 4-5</td>
<td>Readings, Participation in Online Discussion</td>
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<tr>
<td>Project Presentations, (cultural immersion project presentation)</td>
<td>Lewis Ch 6-7</td>
<td>Assignment # 1 Presentations</td>
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<tr>
<td>Counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body;</td>
<td>Anderson Part V Lewis Ch 8</td>
<td>Readings, Participation in Online Discussion</td>
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<tr>
<td>Theories of multicultural counseling, identity development, and social justice; individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;</td>
<td>Diller Ch 10-13 Lewis Ch 9</td>
<td>Readings, Participation in Online Discussion</td>
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<tr>
<td>Project Presentations (Presentation of media portrayal of marginalized group)</td>
<td>Diller Chapters 8-9 Lewis Ch 10</td>
<td>Assignment #2 Presentations</td>
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<tr>
<td>MicroAggressions and Stereotypes of Marginalized Populations Cont.</td>
<td>Anderson Chapter 4, &amp; Part 2 Diller Ch 14-17</td>
<td>Readings, Participation in Online Discussion</td>
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