Course Prefix & Number: COE 9053

Course Title: Advanced Multicultural Counseling

Credit Hours: 3

Course Type: Lecture

Catalog Description: Advanced Multicultural Counseling. (3). (Prerequisites: COE 8013, COE 8023, COE 8043, COE 8053, COE 8063 or an equivalent course, COE 8073 or an equivalent course, COE 8730, Educational Specialist or Doctoral standing or consent of the instructor). Three hours lecture. The course content will emphasize advanced knowledge, clinical competencies, and research skills necessary for counseling multicultural and diverse populations.

College of Education Conceptual Framework:

The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students’ educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.

2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.

3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

**Counseling Programs Mission Statement:**

The mission of the counseling programs is the development of students who can practice in a variety of professional settings including K-12 schools, higher education, clinical mental health settings, and rehabilitation counseling settings. The faculty is committed to preparing graduate students who have solid theoretical knowledge, appropriate clinical skills, and an understanding of the scientist-practitioner model of working with individuals. Graduates are expected to contribute substantially to the improvement of the lives of individuals in our changing, technologically complex, and increasingly diverse society and to promote and conduct research designed to improve and advance the counseling profession.

**Student Learning Outcomes:**

This course will emphasize advanced knowledge, competencies, and skills necessary for working with individuals from diverse client groups.

1. Students will understand theories of social change, multicultural counseling, and identity development and their applicability to multicultural populations. CACREP DLO: IVG1; IVI3; CFPO: 3, 11

2. Students will understand legal and ethical issues associated with multicultural counseling.

3. Students will understand advocacy models and processes and demonstrate the ability to advocate for the profession and its clientele. CACREP DLO: IVI2, IVJ2; CFPO: 3, 11

4. Students will understand and evaluate the evidence based research literature on current theoretical, topical/social/racial/ethical, and political issues in multicultural counseling and how those issues affect the daily work of counselors and the counseling profession. CACREP DLO: IVG2, IVG3, I3, I5; CMHC E1; CFPO: 3, 6, 14

5. Students will understand models, leadership roles, and strategies for responding to community, national, and international crises and disasters. CACREP DLO: IVG4, I4; CFPO: 2, 3, 9, 10

6. Students will demonstrate the application of multicultural counseling competency skills in case conceptualization, diagnosis, treatment planning, and referral when working with diverse individuals, families, couples, and groups. CACREP DLO: IVH2, IVH3; CMHC: D2, D5, E3, K4; IIG2 c. d.; CFPO: 3, 10, 12, 13, 14.
7. Students will develop a research based, manuscript which addresses a current multicultural issue. This manuscript will be written to be submitted for journal publication. CACREP DLO: IVF3, IVH1; CFPO: 3,11

8. Students will understand the implications of multicultural and lifestyle diversity in the application of career development theory to persons from diverse client groups. CACREP DLO: IVG1, IVH3; CFPO: 3,11

9. Students will explore their attitudes, beliefs, understandings, and acculturative experiences, and participate in specific experiential learning activities designed to foster their understanding of self and culturally diverse clients. CACREP IIG2b; CFPO 3,8

Topics to Be Covered:

Historical Perspectives and Professional Issues
Definitions, Constructs, and Concepts
Building Multicultural Competencies
Theories, Techniques, and Training Approaches
Multicultural Career Counseling Applications
Religion and Spirituality
GLBTQ Issues
Ethics, Supervision, and Psychological Consultation
Advocacy and Social Justice
Assessment and Research
Culturally Responsive Interventions
International Counseling
Crisis and Disaster Management from a Multicultural Framework

Required Texts:


Required Website Documents:


American Counseling Association Advocacy Competencies. Available at Counselors for Social Justice.com,
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www.tolerance.org – websites to check

American Counseling Association Competencies for Counseling Gay, Lesbian, Bisexual, Transgendered and Questioning (GLBTQ) clients, (Terndrup, et al., 1997).

American Counseling Association Multicultural Competencies. Available at http://www.counseling.org/Counselors/ (Download of multicultural competencies is located at bottom right hand side of this online page). Can click on and then print PDF file from there.


Association for Spiritual Ethical and Religious Values in Counseling (ASERVIC) Spiritual and Religious Competencies, (ASERVIC, 2009).


Method of Instruction:

This course will be conducted in a seminar format.

Course Assignments:

1. Signature Assignment: Multicultural Counseling Manuscript. (Multicultural Competence: Knowledge). Identify a current clinical issue or concern related to multicultural populations (e.g., spirituality, cultural trauma, immigration and poverty, gay and lesbian issues, nonwestern helping modalities, eating disorders, conduct disorder among African American males, bias in assessment, racial identity, acculturation, rehabilitation, poverty, etc.). * Develop a manuscript around this issue and suitable for submission for publication to the Journal of Counseling and Development, Journal of Multicultural Counseling and Supervision or other top tier journals in the counseling field. In your manuscript, utilize both classic and current works, provide a detailed, comprehensive summary and critique of the evidence based literature, identify the existing intellectual disagreements and reasons why, identify the gaps in the literature, and delineate how your manuscript will fill that gap or add to the already existing literature. CACREP DLO: IVG2, IVG3, IVH3, IVH5; Learner Outcomes: 1, 4, 6.

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* You will be submitting this manuscript for publication to one of the above journals.

2. Case Study. (Multicultural Competence: Skills). You will be required to present an in-depth case study to your peers. The instructor will provide pertinent information for the case study. Your case presentation must follow the outline below and include the following information if provided.

a. Identifying Data (name, age, race, gender, place of birth, marital status, and any other important demographic information).

b. Original and Nuclear Family and Home Background -identifying information about the parents, siblings, and children; client’s perceptions of the home environment and relationships within original and nuclear family; critical family incidents, rituals, and messages; marital history, current relationship with spouse or significant other, perceptions of relationship, sexual or other difficulties; familial support systems; cultural issues, practices, beliefs, values.

c. Educational History- pertinent information relating to educational background including academic achievement, school instances that were significant for understanding the individual; attitude towards education; importance of education in the person’s culture.

d. Physical Health History-statement of the client’s significant health history; current treatments and medications; familial medical history that might impact the client; relevant cultural healing practices and attitudes about illness/health.

e. Social Interactions-client’s perception of the quality of social interactions and interpersonal relationships, hobbies and recreational activities.

f. Psychological Development-statement of critical benchmarks in the client’s psychological development; initial and current clinical impressions; mental status assessment if necessary.

g. Testing Assessment-inclusion of name, form, and other identifying information about any test administered to the client; tests administered previously by others and the results utilized in the therapy sessions; interpretation of results if necessary.

h. Cultural Assessment-ethnic origin; relocations; cultural values and beliefs; acceptable and unacceptable cultural behaviors; attitudes about seeking help; indigenous healing systems; cultural health practices; language and communication process; family hierarchy; gender roles; religious influences; any other cultural factors which may impact therapy.

i. Occupational History-chronology of the client’s work history when pertinent; jobs held and reason for change; quality of work satisfaction and interest.
j. Statement of Problem-chief complaint; when it began; how often it occurs; effects on daily functioning; significant precipitating events; symptoms; previous treatment (medical, psychiatric, prescription drugs, other).

k. Diagnosis-interpret all information assembled on the client; define the problem by actually labeling it with a DSMIV-TR diagnosis on all axes; give the theoretical rationale for the definition of the problem, citing the facts of the case which support your diagnosis; do not diagnose cultural syndromes: explain the etiology of the problem or condition defined; discuss clearly what role cultural dynamics appear to play in the etiology of the problem.

l. Detailed Treatment Plan-indicate what ought to be done, why, by whom, and the expected outcomes if your prescription is followed; indicate what is likely to happen to the client if recommendations are not followed; cite evidence based data that support the efficacy of the treatment protocol selected; discuss cultural factors which may impact treatment and how you will deliver culturally sensitive, effective treatment. Include recommendations for follow-up treatment. CACREP DLO: IVG1, IVH2,IVH3; Learner Outcomes:1, 2, 6.

3. Social Image Notebook Presentation. (Multicultural Competence: Awareness). This activity is designed to increase students’ awareness about how particular groups are depicted in society. Students are asked to collect examples from the media, social, and other settings that illustrate the way various social groups are portrayed. For example, an image could be an advertisement, a picture, a painting, a movie clip, a magazine cut-out, a portion of a television show, a news story, a newspaper clipping, or an article. It could also be a verbal behavior: a joke, a slur, a phrase, a word, a proverb, the verse of a song, a passage from a book, or a story about a certain group of people. The list is unlimited. The notebook will be a collection of examples around issues related to gender, sexual orientation, race/ethnicity, religion, ability, class and other demographics. CACREP IIG2b; Learner Outcome: 9; CFPO 3, 8

4. Social Justice/Advocacy Project: Multicultural Competence: Awareness, Knowledge, and Skills). The social justice/advocacy project will synthesize the knowledge students gained about oppression, advocacy, and social justice and their relationship to the counseling profession. Students will work in groups, select an issue in their community, agency, or school that reflects a dynamic of oppression (e.g., lack of access to services or opportunities, discrimination, racism, heterosexism, ableism, classism, etc), and design and implement an advocacy project around this identified issue. This project should seek to identify both the systemic and individual levels of impact of this social justice issue and should be grounded in counseling and psychological theories. Projects must be approved by the instructor and will include a write up/summary as well as an oral presentation. CACREP DLO: IVI2, IVI3, IVJ2; Learner Outcome: 3.

5. Personal Socialization. (Multicultural Competence: Awareness). This assignment asks students to explore and integrate information about their cultural heritage with becoming a sensitive multicultural counselor. Each student will present an oral cultural life history that summarizes cultural assumptions and values developed because of prior life experiences. Include information that discusses the following: (a) Personal Heritage/Family of Origin: information about your family of origin; the family values that you can identify; rites or ceremonies that were and are important; the types of personalities and communication
styles; views about diversity and how they impacted you (gender, nationality, race, religion, etc.); how their immigration and acculturation occurred; the kind and type of neighborhood in which they lived; frequency of relocation; the influence of prevailing cultural attitudes on your family; any additional information. (b) **Personal Cultural Experiences/Current Family:** family and community values that have been part of your personal experience; their impact on you; specific cultural practices in which you still engage; differences between your current values and those of your family of origin; the types of personalities and communication styles of members; views about diversity; impact of diversity on the family; the kind and type of neighborhood in which you live; frequency of relocation; influence of prevailing cultural attitudes on self and family; experiences with diverse individuals (cultural, racial, ethnic, religion, sexual orientation, etc.), and your current views on diversity; the effects of those experiences on you; personal experiences with prejudice, discrimination, being treated differently (race, sex, religion, physical appearance, disabling conditions, special needs), and how you felt; your role in confronting racism, prejudice, discrimination or any behavior that offends human dignity as a counselor; (c) **Imagine This:** what messages did your parents communicate about diversity and how did you feel about the messages? How did you feel about the messages? How would they have responded if you invited a person different from you (consider as many demographics as possible) home for Christmas or another extended holiday? How would they have responded if you announced plans to marry a person of a different demographic than you (race, religion, sexual orientation, disability, etc.)? How would you respond if your college aged son or daughter announced plans to marry outside of their demographic (consider as many a possible)? Explain your responses. (d) **Becoming a Competent Multicultural Counselor:** identify your comfort level in working with diverse populations; your greatest skills and weaknesses; how might your cultural background and level of cultural identity development help or hinder you from providing culturally competent treatment to diverse clients? what will you do to correct this? CACREP IIG2b; Learner Outcome: 9; CFPO 3,8

6. **Training/Certification in Responding to Community, National, and International Crises and Disasters** One of the CACREP doctoral learning program outcomes requires that students “understand models, leadership roles, and strategies for responding to community, national, and international crises and disasters.” Although you have readings for advanced multicultural which focus on crisis intervention, broader training and application is needed. You will complete several on-Line Training Certification courses in Crisis Intervention/Disaster Management Leadership which are listed below. ALL ARE FREE OF CHARGE.

a. You will successfully complete 5 on-line FEMA National Incident Management System [NIMS] ICS courses. The NIMS Incident Command System courses are offered on-line at no cost to you. The 5 NIMS courses vary in the time required to complete. For FEMA certification and to meet the requirements of this course, each course requires successfully completing an exam at the end. Provide me in either electronic or written format, the certification of course completion provided by FEMA. The courses are:

- **IS-100.HE- Introduction to the Incident Command System**
- **IS-200.b-ICS for Single Resources and Initial Action Incidents**

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• IS-700.A - National Incident Management System (NIMS), An Introduction
• IS-800.B - National Response Framework, An Introduction
• IS-910-Emergency Management Preparedness Fundamentals
Access to the courses can be found on-line at:
http://www.fema.gov/emergency/nims/NIMSTrainingCourses.shtm

b. You will successfully complete The Office of Minority Health, Department of Health and Human Services (DHHS) National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health Care Standards on-line course. The goal of this program is to improve access to care, quality of care, and health outcomes for survivors of disaster; it helps disaster mental health personnel (counselors included) ensure that all people affected by a disaster receive equitable, effective services in an appropriate manner. These Standards are organized into three themes and focus on eliminating racial and ethnic health disparities and on improving the health of all Americans. The Cultural Competency Curriculum for Disaster Preparedness and Crisis Response (CCC-DPCR) translates the CLAS Themes into four courses:
• Course 1: Introduction to CLAS in Disaster Preparedness and Crisis Response
• Course 2: Implementing CLAS in the Preparation Phase of a Disaster
• Course 3: Implementing CLAS in the Response Phase of a Disaster
• Course 4: Implementing CLAS in the Recovery Phase of a Disaster

Go to the following URL to review course content, register for, and complete the 4 courses: https://www.thinkculturalhealth.org/ccdpcr/ Provide me in either electronic or written format, the certification of course completion provided by The Office of Minority Health, Department of Health and Human Services.

c. You will successfully complete the National Child Traumatic Stress Network on-line training for Psychological First Aid. The PFA online course includes an interactive course that puts the participant in the role of a provider in a post-disaster scene. This professionally-narrated course is for individuals new to disaster response who want to learn the core goals of PFA, as well as for seasoned practitioners who want a review. This project was funded by SAMHSA, NCPTSD, NACCHO, and HHS Office of the Surgeon General, Office of the Civilian Volunteer Medical Reserve Corps The course can be accessed at: http://learn.nctsn.org/course/category.php?id=11 You will need to create an account and register for the course. Provide me in either electronic or written format the certification of course completion.

Upon completion of assignment #6, you will have several certifications as well As increased competence in crisis/disaster management. CACREP DLO: IVI4, IVH2, IVH3; CMHC: D2, D5, E3, K4; IIG2 c. d.; CFPO: 2,3, 9,10, 12, 13, 14.

7. Discussion Leader. Each student will be responsible for taking the lead in discussing a minimum of three articles at each class meeting. In preparation for this activity, students will select assigned class readings and come prepared to facilitate discussion and respond to comments made by other students.
Academic Integrity/Honor Code Policy:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Student Honor Code. For additional information please visit: http://www.honorcode.msstate.edu/

Technology:

Technology will not be specifically addressed in this course.

Accommodations for Persons with Disabilities:

In accordance with University policy, students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. The phone number is (662-325-3335) and their web address is http://www.sss.msstate.edu/

Nondiscrimination Policy/Diversity:

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms to Title IX of the education amendments of 1972, section 503. The Department of Counseling and Educational Psychology’s Counseling Program at Mississippi State University encourages the recruitment, acceptance, and enrollment of diverse individuals including students from traditionally underrepresented groups. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of underrepresented groups are strongly encouraged to seek admission in the Counseling Program. The Counseling program also seeks to engage in opportunities to retain and support a diverse and inclusive learning community.

Field Component:

This course does contain a field component in the form of clinical experiences.

Evaluation of Student Progress

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Assignment | Percentage Points
---|---
Manuscript | 30%
Case Study/Presentation | 15%
Advocacy Project | 10%
Social Image Notebook | 10%
Oral Cultural History | 10%
Crisis/Disaster Management | 10%
Discussion/Participation | 15%
**Total Points** | **100**

**Grading Point Scale**

A=90-100 B=80-89 C=70-79 D=60-69 F=59 and below

**Incomplete Grades**
A grade of “I” (Incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations. Graduate students who receive a grade of “I” must complete all work no later than the last day of class of the next semester (excluding summer) whether the student is enrolled or not. Failure of graduate students to remove an “I” grade during the specified time will result in an automatic grade of "F". Once a grade of ‘I’ has been converted to an “F” because of a student’s failure to complete the necessary course work or a lapse of the allowable time, no additional grade change will be allowed except under extreme circumstance(s) as recommended by the relevant deans and approved by the Provost and Executive Vice President.

**Cell Phone and Technology Policy:**

Cell Phones and Electronic Devices in the Classroom: In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited in the classroom. (*Mississippi State University Academic Operating Procedure 10.08*).

Students who text message, talk on their telephones, answer their cell phones during class, or who appear to be engaged with their cell phones in the classroom will be dismissed from class. No exceptions. Students should not bring their laptops to class. Students who use their laptops in class will be dismissed from class. No exceptions.

**Department Retention Policy:**

The Department of Counseling and Educational Psychology faculty endorse the American Counseling Association (ACA) and the American Psychological Association (APA) Code of Ethics that state that faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. The faculty also recognizes their obligation: to assist students in obtaining remedial
assistance as needed; to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and also to assure that students have adequate recourse to address decisions made. For more information visit: http://www.cep.msstate.edu/forms/pdf/2012_graduate_student_handbook.pdf

**Academic Programs Standards Policy:**
The Department of Counseling and Educational Psychology defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course and/or more than two grades below a B. Failure of the master’s comprehensive examination twice, failure of the written doctoral preliminary/comprehensive examination twice, oral doctoral preliminary/comprehensive examination twice, or failure of the doctoral dissertation defense twice also constitute unsatisfactory performance. Any of these or combination of these will result in termination of the student’s graduate program in the department. For more information visit: http://www.cep.msstate.edu/forms/pdf/2012_graduate_student_handbook.pdf

**Recommended Readings**


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**Assigned Readings**

**The class will discuss each article with an * asterisk next to it as indicated under each specific topic.**

**DOWNLOAD EACH ARTICLE FROM THE WEB. Articles with the # sign next to it are included in your packet of readings. You are responsible for getting the packets from Copy Cow and bringing them to class for our first class meeting.**

**Orientation-History of Multicultural Counseling:**


**Multicultural Constructs:**


Leach, M., Behrens, J, & LaFleur, K. (2002). White racial identity and white racial consciousness:


The web of institutional racism, pp. 61-86
Why is it so difficult for people with privilege to see racism? pp. 87-102
Cross racial clinical work, pp 226-251


**Counselor Multicultural Training and Competence:**


Roysicar, G., et al. (2003). Experiential training in multicultural counseling:
Implementation and evaluation of counselor progress. In Roysicar, Sandhu, & Bibbins (pp. 3-16). (TEXT)


**Theories, Techniques, and Models:**


**The Counseling Relationship:**


**Multicultural Career Counseling Applications:**


Chapter 5: Using career development theories (pp. 91-108)
Chapter 6: Cultural competence in testing (pp.113-133)
Chapter 7: Multicultural competent career counseling skills (pp.139-167)
Chapter 8: Social action (pp.171-182)


Religion and Spirituality:


**Religion and Spirituality:**


**Gay and Lesbian Issues:**

Moving toward affirmative practices with sexual and gender minorities, pp. 86-106.
Career and workplace issues in sexual and gender minorities, pp. 271-299.
Paradigm shifts: Multiple sexes, sexualities, and genders, pp. 1-26.
Policies, practices, and controversies in the treatment of sexual and gender minorities, pp. 27-52
Sexual/gender prejudice: Managing stigma, treating trauma, and healing shame, pp. 53-85.
Social justice for sexual and gender minorities, pp. 300-323.


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Ethics, Psychological Consultation, and Supervision:


**Advocacy and Social Justice:**
American Counseling Association (2005). Advocacy Competencies. [http://www.counseling.org/content/navigationmenu/RESOURCES/ADVOCACYCOMPETENCIES/advocacy_competencies/pdf](http://www.counseling.org/content/navigationmenu/RESOURCES/ADVOCACYCOMPETENCIES/advocacy_competencies/pdf)


**Assessment and Research Issues:**


**Research Issues:**

#Chang, J., & Sue, S. (2005). Culturally sensitive research: Where have we gone wrong? and what do we need to do now? In M. Constantine & D.W. Sue (Eds.), *Strategies for building multicultural competence in mental health and educational settings* (pp.229-246). New York; John Wiley.


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**Crisis, Disaster Management and Leadership**


Readings: Crisis theory and practice (pp.3-33); Understanding people in crisis (pp. 37-64); Identifying people at risk (pp. 67-106); Helping people in crisis (pp. 109-137).


Readings: Characteristics of a disaster (pp.17-45); Reactions and risk factors (pp.80-110); Vulnerable populations (pp.137-160); Counseling in chaos (pp. 171-198); Interventions beyond psychological first aid (pp. 224-255).

**Culturally Responsive Interventions:** (Most in text)


Forgiveness and cohesion in familial perceptions of alcohol misuse. *Journal of Counseling and Development, 90*, 160-168


*International Counseling: (Download all of these articles)*


