



Course Syllabus

Version: ON MM.YY

PSYC 5513 ON01

Counseling in a Multicultural World

Course Description

This course explores the counseling context and process from a multicultural perspective; providing an understanding of issues and trends in a multicultural and diverse society.

Course Prerequisites

No Prerequisite required at this time

Required Materials

Ivey, A.E., Ivey, M.A., and Zalaquett, C.P. (2018) *Intentional Interviewing and Counseling: Facilitating client development in a multicultural society*. (9th ed.) Boston: Cengage Learning. ISBN-13: 978-1305865785/ISBN-10: 1305865782

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

Program Learning Outcomes

Students completing the Masters of Science in Counseling Psychology are expected to:

PLO#1	Evaluate, critique and integrate the broad range of counseling theories, perspectives, and techniques that comprise contemporary mental health counseling.
PLO#2	Select, assess and critique the application of counseling theories, perspectives, and techniques to resolving case examples and real human problems.
PLO#3	Select and defend the application of ethical and professional values, legal standards, and regulations of clinical mental health counselors to a range of professional settings and interactions.
PLO#4	Explain and evaluate their own whole-person development.

Course Learning Outcomes

Upon completion of this course, students will be able to:

		Aligns with
CLO#1	Appraise the application of various counseling techniques to multi-ethnic populations	PLO(s)#2 & 3
CLO#2	Summarize the multi-ethnic belief system framework and integrate the framework into	PLO(s)# 1, 2 &

	multi-cultural counseling.	4
CLO#3	Summarize the cultural aesthetics framework and compare the effect of different aesthetics on the lives of various ethnic groups.	PLO(s)# 2 & 4
CLO#4	Construct a baseline repertoire of counseling skills consistent with the student's natural helping style.	PLO(s)# 1, 2 & 3

Course Learning Assignments and Assessments

Grading

Weekly Chapter Reviews~(7 Reviews @ 10 points each)	70 points Due Weeks 1-7
Weekly Online Discussions~(7 Discussions @ 10 points each)	70 points Due Weeks 1-7
Create Blog/ Weekly Blog Posting (7 Postings @ 10 points each)	70 points Due Weeks 1-7
Weekly Multicultural Hypothetical Papers(7 Hypothetical papers@ 10 points each)	70 points Due Weeks 1-7
Weekly Chapter Assignments (6 Assignments @ 10 points each)	60 points Due Weeks 1-6
Empathetic) Listening Paper	20 points Due Week 2
Family Genogram	20 points Due Week 6
Discernment of Life's Purpose & Meaning	40 points Due Week 7
Total	420 points

Weekly Chapter Reviews:

70 points (7 Reviews @ 10 points each)

Students are required to read the text for each chapter as listed. This allows the instructor to know that you are keeping track of the chapter readings and reviewing the material for the text. The student is then encouraged to summarize in narrative form, any key points they have learned from the reading material. Student should then complete a word document using the following template:

- Title Page (Student's Name, Name of the Assignment (i.e. Weekly Chapter Review- Chapter 1 & 2) & Date.
- Summarize what you read, writing it in a narrative form. i.e. Ivey et al. (2018 further described the following in chapter one as it pertains to..... Therefore, my understanding and what I learned from this concept is..... * Please note if you can at least review about 4 concepts in each chapter, expounding on each, doing at least a paragraph on each, this should give you at least two full content pages. The example that I issued is just an example of what I am looking for. I expect you as a graduate student to come up with your own words as you write.
- Reference page: * This can literally be copied and pasted on your reference page- but please make sure it is formatted correctly and that it is in Times New Roman- 12 font....as I have it correctly formatted below*

Ivey, A.E., Ivey, M.A., and Zalaquett, C.P. (2018) *Intentional Interviewing and Counseling: Facilitating client development in a multicultural society*. (9th ed.) Boston: Cengage Learning.

The paper should be at least 2 full content pages but no more than a maximum of 3 if desired. The paper should be double spaced, type-written pages, Time New Roman, 12-point font size. Due Sessions 1-7. **See Rubric in Appendix A**

Weekly Online Discussions:

70 points (7 Discussions @ 10 points each)

Students are encouraged to view the video footage that is embedded in the discussion link. After viewing the footage, the student is encouraged to share about the footage viewed-keeping the following in mind in their post:

- What did I learn from the footage viewed?
- How does this footage relate to the reading material from the text?
- As a future clinician, are there any steps, thoughts or suggestions that I have about improvement or how I would address the issue noted in the footage?
- Additional Thoughts?

It is understood that students are not professional clinicians- however, students in a Masters degree course typically have strong critical thinking skills. Therefore, your post should exemplify your analytical thought process. Your post should be comprehensive with at least 2 paragraphs or (200 words at least). Please know there are no right or wrong responses in your discussion post. You are simply encouraged to share your thoughts openly and honestly while also again using a critical thought process. As part of this process, students will be required to add one peer reviewed reference to support their post.

There should be evidence from your posting that you also indeed read the material in the text book.

So, at the end of your post, you should have at least two references listed~ your peer reviewed journal article and the reference for the text. They should be written in APA form and in alphabetical order according to last name.

Each student is therefore required to submit an initial posting as well as a respond to at least ONE other individual within the class. When responding to others in their post, students are encouraged to not “mimic” what others have written on the discussion board, but rather think critically for themselves. Please note that the initial post/writing for the discussion again needs to be comprehensive- as mentioned above. The response to a peers post should range from a couple of sentences to a brief paragraph. Therefore, brief comments such as i.e. “I agree with your post”; or “I like your comment”. etc., without elaborating, may not be acceptable for full credit. Please again respond comprehensively in your post. To receive full credit, each student is required to submit the initial posting by 11:59pm on Wednesday and a respond to at least one classmate/peer by 11:59pm on Sunday. **See Rubric in Appendix B**

Weekly Blog Posting

70 Points (7 Postings @ 10 points each)

Students are encouraged to first be innovative and create a blog using the following website~ www.wix.com After creating an account through wix, students will start posting on their blog. The student must upload their link to share with the professor weekly on a word document. Students will complete the weekly “Personal Reflections” from each chapter and should only focus on those questions. These questions should be answered and completed on their blog. So, weekly submission to upload should consist of the following word document:

- Page 1-Title page: Name; Date; Week # 1 Blog Post
- Page 2- The link for that week of your Blog
- Page 3- Reference page~ Times New Roman Theme, 12 fonts (copied and paste from below)

Ivey, A.E., Ivey, M.A., and Zalaquett, C.P. (2018) *Intentional Interviewing and Counseling: Facilitating client development in a multicultural society*. (9th ed.) Boston: Cengage Learning.

Due Sessions 1-7. **See Rubric in Appendix A/** The list of “Personal Reflections” can be located in **Appendix C**

Weekly Multicultural Hypothetical Papers

(7 Hypothetical papers@ 10 points each)

The multicultural hypotheticals will be client cases about various cultures. This will offer the students clinical information about a potential client. Students are then encouraged to utilize critical thinking skills and explore clinical skills learned in class. Offering clinical information on how they would serve that client is crucial as the student evaluate and assess the clients' situation. So, issuing clinical thoughts on how they would handle the case as a future clinical counselor is vital. This paper should be completed on a word document and should include a title page, 1-2 pages, 12 fonts, times new roman. **Due Sessions 1-7.** See Rubric in Appendix A

Weekly Chapter Assignments

(6 Assignments @ 10 points each)

Students are encouraged for this assignment to complete the assignments from the designated chapters. The various assignments selected will support the student with exploring their clinical skills, they will help with introspection and self- exploration, all which are necessary to support students as they become clinically competent counselors. Students must simply complete the assignments as directed. **Due Sessions 1-7.** See Rubric in Appendix A/ The list of the assignments can be located in **Appendix E**

Empathetic Listening Paper

20 points

Empathetic listening is described as the *process of listening so that others will talk*. The text discusses various concepts surrounding being empathetic when counseling. Students are asked for this assignment to read the handout for this assignments, along with the concept of "empathetic" in the chapters. The student is then asked to write a paper sharing their thoughts and views surrounding the use of this type of listening for counselors. Discuss if this listening style is useful for **ALL** cultures that you as a counselor might serve. How would there be variations?

The paper should be 2-3-pages. The paper should have a title page and be written in times new roman theme, double spaced, 12 fonts and written in a narrative format. Due Week 2. **See Rubric in Appendix D**

Family Genogram

20 points

A family Genogram is an opportunity for the student to visually view their family dynamics via therapeutic symbols. Students are therefore asked to complete their personal family genogram so they can further explore the beneficial aspects of completing a genogram on a future patient or client. It is vital to indicate and embed the family values within the genogram as it pertains to other cultures~ so, how did your family feel about people who were different, how did this shape your thoughts about other cultures, are the views negative? Positive? Will this core value impact how you might serve populations that are different?

Please therefore view the following footage to support completing this assignment. It may also be vital to explore in the text the ~Family Genogram in APPENDIX III- Pages 384-386. You are welcome to be as creative as possible~ so, this can be submitted in one of the following ways:

- A visual poster board
- A poster that you have created hard copy & scanned and uploaded
- On PowerPoint slides
- On a virtual flipchart
- A legibly picture that you completed via drawing, scanned and uploaded
- Any other creative means not listed.... but please check in and let me know if you select another means for submission.

Remember to still have a title slide, page, etc. before your work. The links are follows.

<https://www.youtube.com/watch?v=PT0HnwZGTYU>

<https://www.youtube.com/watch?v=KM7gLOrF8TQ>

<https://www.youtube.com/watch?v=Ci55EXJtIDM>

This assignment is due Week 6. **See Rubric in Appendix D**

Discernment of Life's Purpose & Meaning

40 points

Discernment is said to be a “very personal exploration of meaning.” The student for this assignment is there encouraged to complete the assignment from a personal perspective on pages 273-274 in the textbook. The assignment is entitled **“BOX 11.2 Questions Leading Toward Discernment of Life's Purpose and Meaning.”** Although the assignment is written as to be completed with a client, the student is encouraged to do self-exploration for this assignment~ So please complete a word document with a title page, times new roman, 12- font and double spaced. This paper can be written with the questions numbered our in narrative format. This assignment is due Week 7. **See Rubric in Appendix D** (points will be doubled on the rubric for this assignment)

GRADE EQUIVALENCY TABLE

All grades are reported in a system of eleven letter grades designated as “A” through “F” with appropriate plus and minus additions reflecting the following scheme:

Percentage Value	Letter Grade	Numeric Value for GPA
93.0-100	A	4.0
90.0-92.0	A-	3.7
86.0-89.0	B+	3.4
83.0-85.0	B	3.0
80.0-82.0	B-	2.7
76.0-79.0	C+	2.4
73.0-75.0	C	2.0
70.0-72.0	C-	1.7
65.0-69.0	D+	1.4
60.0-64.0	D	1.0
00.0-59.0	F	0.0

Course Policies

Attendance Policy

Regular attendance is a key to success in the course. Please refer to the Attendance Policy outlined in the Catalog for full details of the SWU policy on attendance.

Hybrid courses are a combination of online and classroom activities. Students are expected to attend all campus class meetings as well as to adhere to posted online deadlines for assignments. Face-to-face sessions are held once a week for three hours, and attendance is mandatory. Classroom attendance will be taken in class by the instructor.

Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

Communication

The course site (Canvas) and SWU email are the primary tools for class communication, assignments, handouts, etc. All participants must have access to the course site and SWU e-mail and are expected to access them on a daily basis.

While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

Technology Requirements

To be successful in this course, all participants are expected to ensure their technology equipment meets the [recommendations](#) provided by SWU's Technology Services.

Students requiring technical support related to their courses or other SWU-provided technologies should send an e-mail to helpdesk@swu.edu or call 864.644.5050.

Academic Honesty

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. It is the expectation of the university that all those joining the academic program will act with integrity in all matters.

No forms of academic honesty will be tolerated. Students are encouraged to help each other maintain these high standards. All academic dishonesty should be reported to the faculty directly. Faculty, upon evidence of academic dishonesty (cheating, plagiarism, or misuse of another's intellectual property), either by voluntary confession, report of another student, or on the basis of work submitted, must follow the procedure outlined in the Catalog (under *Academic Honesty*). This includes but is not limited to a zero for the work involved, 10% course grade reduction, or a failing grade for the course. Unresolved cases may be appealed using the Appeal Process outlined in the Catalog (under *Academic Honesty*).

Accommodations for Students with Disabilities

Southern Wesleyan University is committed to providing equitable access to learning opportunities for all students. Accommodations can be made for students with disabilities, as outlined in "Services for Students with Disabilities," found in mySWU's Student tab under The Learning Center. Any student desiring accommodations must send the request and all documentation to the Academic Coordinator at the learning site where he/she attends classes. The Academic Coordinator will forward the materials to the Student Success Coordinator for Southern Wesleyan University.

Appendix A

Weekly Chapter Reviews; Weekly Multicultural Hypothetical; Weekly Chapter “Personal Reflection” Assignments

POINTS AWARDED	POINTS	ASSESSMENT ITEMS	COMMENTS
	3 points	<i>Overall organization and presentation</i> What is the thesis? Does the paper have an introduction, body, and conclusion? Are the topic sentence and paragraph construction good? How well do you use your subheadings to mark subdivisions of the paper?	
	1 points	<i>Spelling, grammar, and punctuation</i> Do you use good grammar? Are there only a few minor spelling errors? Do you use paragraph breaks well? Did you use an appropriate format, e.g., APA	
	2 points	<i>Development of key ideas</i> If you raise a point for discussion, do you discuss it thoroughly in your paper? How strong is your evidence?	
	2 points	<i>Critical thinking and evaluation</i> How original is your paper topic? Do you compare and contrast explanations or strategies for intervention (assess ways to solve the problem)?	
	2 points	<i>Length of paper</i> Appropriate amount of pages not including title page, abstract, table's graphs, figures, bibliography, and appendices. Appropriate amount of references. Points will be deducted for every page you are short	
	10 points	<i>Total</i>	

Appendix B

Threaded Discussion Participation Standards

All online discussions will adhere to the following guidelines: **Due Dates** - Initial responses due on Wednesdays by 11:59 p.m.; classmate/peer responses are due on Sundays by 11:59 p.m. Classmate/Peer responses should be substantial responses and/or insightful questions. You must have a minimum of two posts per Discussion: your initial response to the discussion question as well as one response to a peer. Remember you are welcome to respond to other peers as well.... however, your grading is based on your response to the discussion question and your response to one peer. **Grading** - Your discussion postings will be graded according to the quality of your response. In order to earn the full 10 points, your posting should be clear, complete, insightful and original; in addition, you must have high quality responses. Responses that are incomplete, vague, lack detail or repeat previous postings will receive reduced grades. Remember, you should always relate your postings to relevant professional issues. Postings are not simply your opinion; they involve your opinion but include an application to the relevant psychological, legal, and writing principles. Online discussions will be graded according to the following rubric. Failure to submit postings within the relevant time frame will result in the loss of the points for that posting. The rubric is in two parts, the first is for understanding and the second part for evaluating.

Understanding

	Reply construction	Understanding
0/1	Poor spelling and grammatical errors. Short 1 or 2 sentences. Lacks structure or flow. Written in informal language, abbreviations or txt.	Simple reply or comment which lacks insight, depth or is superficial. The entry is short and frequently irrelevant to the key question, original post or concept. Does not express opinion clearly. Shows little understanding.
2/3	Some poor spelling and grammatical errors. Has some structure, but the entry does not flow. May contain a link or image. The reply contains several sentences. The text construction is mainly formal containing few abbreviations or txt style language.	Simple reply or comment showing some insight, depth and are connected with original post, question, topic or concept. The replies are short and may contain some irrelevant material. Some personal comments or opinions these may not be on task. Shows some understanding.

4	Few spelling and grammatical errors. Has structure and the entry flows. Contains an appropriate links, uploaded files or images. These are referred to within the text. Refers to other posts. The reply contains sentences or paragraphs.	Replies show insight, depth and are connected with thread, topic or post. Entries may contain some irrelevant material. Personal opinion is expressed in an appropriate style. Shows a good depth of understanding.
5	Spelling and grammatical errors are rare. The reply has structure and is formatted to enhance readability. Contains a appropriate links, uploaded files or images. Sources are acknowledged. Images and links are referred to within the text. Refers to other posts and builds on these.	Replies show insight, depth and understanding. They are connected with thread, topic or post. Entries are relevant with links to supporting material. Personal opinion is expressed in an appropriate style and is clearly related to the thread or post. The reply or post shows a high level of understanding, it shows a depth of understanding in matters relating to and surrounding the original post.

Evaluating

	Reference	Clarity	Argument	Critique	Questioning
0/1	Student does not refer to other posts or the referred posts are irrelevant, inappropriate or unrelated to the thread. The post may be a repeat of prior posts.	The student post shows a lack of clarity on their opinion.	Contains no relevant questions and does not formulate an argument.	Student does not provide any critique of other Posts or comments.	The student does not pose any questions.

2/3	Student does refer to other posts. The reply post is mainly related to the thread.	The post adds to the discussion in a limited way. The poster expresses their opinion in a limited mode.	The student has developed a limited argument, using appropriate language. The argument is unsupported.	The student provides a simple critique of posts in an appropriate manner.	The student states simple questions which are related to the topic. Student answer some of the questions posted by their peers
4	Student refers to other posts. The reply post is related to the thread.	The post adds to the discussion. The poster expresses their opinion clearly.	The student has developed an argument using appropriate language. The argument is supported by facts, opinions and related materials.	The student is judging other posts on their merits. The student provides a critique of posts in an appropriate manner.	The student structures appropriate questions which are related to the topic and previous posts. The student answers the questions posted by their peers, provides a limited defense of position or stance
5	Student refers to other posts. The reply post is related to the thread.	The post enhances the discussion and is expressed in clear and concise opinion.	The student has developed the argument using appropriate language. This is clearly and appropriately supported by facts, opinions and related materials including links.	The student is judging other posts on their merits. The student provides a detailed critique of posts in an appropriate manner.	The student structures appropriate focusing or challenging questions related to the topic and previous posts. The student answers the questions posted by their peers with depth and shows a high degree of understanding. Can defend his or her position of stance on a topic.

Churches, A. (2007, December) Threaded Discussion Rubric - Bloom's Digital Taxonomy. [Online]. Available from:

<http://edorigami.wikispaces.com/file/view/2+threaded+discussion+rubric.pdf>

Appendix C

List of Weekly Chapter “Personal Reflections” for Blog (Only focus on the Questions)

1. Chapter 1- Personal Reflection on This Introductory Chapter-Page 25
2. Chapter 2- Personal Reflection on Ethics, Multicultural Competence, Positive Psychology, and Therapeutic Lifestyle Changes- Page 55
3. Chapter 3- Personal Reflection on Attending Behavior and Empathy Skills- Page. 82
4. Chapter 4- Personal Reflection on Observation Skills- Page 106
5. Chapter 5- Personal Reflection on Questions-Page 131
6. Chapter 6- Personal Reflection on the Active Listening Skills- Page 153
7. Chapter 7- Personal Reflection on Reflection of Feeling- Page 176
8. Chapter 8- Personal Reflection on Conducting a Five-Stage Counseling Session Using Only Listening Skills- Page 197
9. Chapter 9- Personal Reflection on Focusing- Page 227
10. Chapter 10- Personal Reflection on Empathic Confrontation- Page 253
11. Chapter 11- Personal Reflection on Reflection of Meaning and Interpretation/ Reframing- Page 281
12. Chapter 12- Personal Reflection on Influencing Skills Page 312-13
13. Chapter 13- Personal Reflection on Micro counseling in Crisis Intervention and CBT- Page 342
14. Chapter 14- Personal Reflection and Review of Intentionality- Page

Appendix D

Empathetic Listening; Family Genogram; Discernment of Life's Purpose & Meaning (**Double the points on the rubric for this assignment**)

POINTS AWARDED	POINTS	ASSESSMENT ITEMS	COMMENTS
	5 points	<i>Overall organization and presentation</i> What is the thesis? Does the paper have an introduction, body, and conclusion? Are the topic sentence and paragraph construction good? How well do you use your subheadings to mark subdivisions of the paper?	
	2.5points	<i>Spelling, grammar, and punctuation</i> Do you use good grammar? Are there only a few minor spelling errors? Do you use paragraph breaks well? Did you use an appropriate format, e.g., APA	
	5 points	<i>Development of key ideas</i> If you raise a point for discussion, do you discuss it thoroughly in your paper? How strong is your evidence?	
	5 points	<i>Critical thinking and evaluation</i> How original is your paper topic? Do you compare and contrast explanations or strategies for intervention (assess ways to solve the problem)?	
	2.5 points	<i>Length of paper</i> Appropriate amount of pages not including title page, abstract, table's graphs, figures, bibliography, and appendices. Appropriate amount of references. Points will be deducted for every page you are short	
	20 points	<i>Total</i>	

Appendix E

Weekly Chapter Assignments

Week # 1

- Chapter 1- Reflective Exercise-Where is your place in the helping field? Page. 7/ Reflective Exercise Developing your own culturally intentional style- Page 9.
- Chapter 2- BOX 2.2 The RESPECTFUL Model-Page 33 / Exercise 2.3 Self-Awareness Practice and Taking the RESPECTFUL Model to the Interview- Page 54

Week # 2

- Chapter 3- Exercise 3.1 Deliberate Attending and Non-attending- Page 77
- Chapter 4- Exercise 4.3 Classifying Statements as Concrete or Abstract- Page. 103/ Personal Reflection on Observation Skill- Page 106

Week # 3

- Chapter 5- Exercise 5.1 Writing Closed and Open Questions- Page 126
- Chapter 6- Exercise 6.1 Self-Reflection: You as an Active Listener
Page 149

Week # 4

- Chapter 7- Exercise 7.1 Distinguishing a Reflection of Feeling from a Paraphrase- Page 173/ Exercise 7.2 Positive Emotions- Page 173
- Chapter 8- Exercise 8.1 Five Stages and Decision Counseling-Page 195

Week #5-

- Chapter 9- Exercise 9.1 Writing Alternative Focus Statements- Page 223
- Chapter 10- Exercise 10.3 Practicing with the Client Change Scale- Page 249/ Exercise 10.4 Thinking About Your Own Cultural Identity Development Stage- Page 250

Week # 6

- Chapter 11- Exercise 11.1 Identification of Skills- Page 276
- Chapter 12- Assessing Your Level of Competence: Awareness, Knowledge, Skills, and Action- Page 312