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**TENNESSEE TECH UNIVERSITY**  
**College of Education**  
***Counseling and Psychology***

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**DEPARTMENT OF COUNSELING AND PSYCHOLOGY**  
COUN6380 Introduction to Multicultural Counseling  
*Spring 2021*  
*Course Syllabus*

### Course Description

Study of a broad range of counseling behavior and psychological principles in the therapeutic relationship as they relate to individuals from different ethnic and cultural backgrounds.

### Instructor & Course Information

**Instructor: Chad Luke**

- Office: TJ Farr 303B
- Phone: 931-372-3217
- E-mail: [cluke@tntech.edu](mailto:cluke@tntech.edu)

**Office Hours:** As posted and appointment

**Course Information**

- Section 001
- Meeting Place: Monday
- Meeting Time: 1:00pm-3:00pm

### Prerequisites

N/A

### Texts and References

**Required**

- Sue, D. W et al., (2019). *Counseling the culturally diverse: Theory and practice* (8<sup>th</sup> ed.). Hoboken, NJ: Wiley.
- TENNESSEE TECH TK20 **By TK20** EDITION: 2013 PUBLISHER: TK20 INC  
ISBN: 2811005030132

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<b>Course CACREP Objectives/Student Learning Outcomes</b>
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Standard	Content/Reading	Formative Assessment	Summative Assessment
2.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	Sue & Sue Ch. 02	Discussion Posts, Quiz 2	Advocacy Project – Paper and Presentation
2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Sue & Sue Chs. 09, 11, 12; handouts	Discussion Posts, Quizzes 9, 10, 11	Advocacy Project – Paper and Presentation
2.F.2.c. multicultural counseling competencies	Sue & Sue Chs. 02, 03	Discussion Posts, Quizzes 2, 3	Advocacy Project – Paper and Presentation
2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Sue & Sue Ch. 01	Discussion Posts, Quiz 1	Advocacy Project – Paper and Presentation
2.F.2.e. the effects of power and privilege for counselors and clients	Sue & Sue Ch. 05	Discussion Posts, Quiz 5	Advocacy Project – Paper and Presentation
2.F.2.f. help-seeking behaviors of diverse clients	Sue & Sue Chs. 14-26	Discussion Posts	Advocacy Project – Paper and Presentation
2.F.2.g. the impact of spiritual beliefs on clients' and counselors' worldviews	Sue & Sue Ch. 10	Discussion Posts, Quiz 10	Advocacy Project – Paper and Presentation
2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Sue & Sue Chs. 6, 7; MCSJCC's	Discussion Posts, Quizzes 6 and 7	Advocacy Project – Paper and Presentation
5.C.2.j. cultural factors relevant to clinical mental health counseling	Sue & Sue Chs. 14-26	Discussion Posts	Advocacy Project – Paper and Presentation
2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Sue & Sue Ch. 04	Discussion Posts	Advocacy Project – Paper and Presentation

### Student Responsibilities

The following dispositions are taken from the MHC Handbook and summarize the responsibilities accepted by the student participating in this course. <https://www.tntech.edu/education/cp/graduate.php>

1. **Scholarship** (mastery in coursework and competency in application)
2. **Responsibility** (acceptance of ownership of personal, academic, and professional development and behavior)
3. **Respect for Diversity** (recognition of the needs and values of individuals)
4. **Effective Communication** (ability to communicate clearly verbally and in writing, and to accept new ideas and constructive feedback)
5. **Reflection** (ability to assess one's own decision making process and recognize consequences of behavior)
6. **Professional Behavior** (recognition of ethical, legal, and professional standards of conduct)
7. **Critical Thinking** (capability for critical thinking and real world problem-solving)

### Major Teaching Methods

Instruction will consist of video lectures, group participation via online discussion board, reflection and writing assignments, quizzes.

### Special Instructional Platform/Materials:

- A. iLearn
- B. laptop/computer

### Topics to Be Covered:

- Multicultural Counseling Competencies
- Counseling Specific Populations
- Introduction to Empathy and Counseling
- Building a Framework for Understanding and Contextualizing People
- Developing Contextualized and Empathic Assessments
- Clinical Skills for Expressing Empathy and Facilitating Positive Change

### Grading and Evaluation Procedures

The following grading scale will be used to evaluate candidates' knowledge of the course.

#### Grading Scale

A 93 -100	Reading and Quizzes	20%	~ 30 hours
B 85 – 92	Attendance and Participation	10%	~ 30 hours
C 77 – 84	Discussion Board and Activities		~ 10 hours
D 69 – 76	• Neuro Aggressions Assignment	10%	
F < 68	• Book Review and Presentation	10%	
	• Cultural Experience	10%	

Advocacy Project –		
• Paper	20%	~ 5 hours
• Presentation	20%	~ 5 hours

**University Plagiarism Policy**

## Tennessee Tech University Student Handbook – Plagiarism (Academic Regulations)

When you use (for example, quote or even summarize or paraphrase) someone else's media, words, data, ideas, or other works, you must cite your source. You should be especially careful to avoid plagiarizing Internet sources (for example, e-mail, chat rooms, Web sites, or discussion groups). It does not matter whether you borrow material from print sources, from the Internet, from on-line data bases, or from interviews. Failure to cite your source is plagiarism. Students who plagiarize may receive an "F" or a "0" for the assignment, or an "F" for the course. <https://www.tntech.edu/library/plagiarism.php>

**Attendance Policy**

Attendance in class is expected. Excessive absences will adversely affect the final grade for the course. The instructor will define the policy the first day of class. Candidates are responsible for all material covered when absent.

**Class Participation**

Participation in discussion forums and maintaining weekly progress in an online course are important; candidate's grade may be affected negatively by low participation.

**Assignments & Related Policies**

- **Assignments are due at 9:00am on Monday of each week.** Late work automatically receives a 10% grade reduction. After one week late, I reserve the right to not accept an assignment.
- Please be vigilant in following the guidelines for assignments and activities. Grades will be affected by poorly formatted, structured, or hard-to-read assignments.
- *See Appendix A for Assignment descriptions*
- **Quizzes:** Objective, multiple choice, true/false questions like that of the National Counselor Exam, reflecting application of material.

**Assignment Format**

All assignments should be typed, double-spaced, 12-point Times New Roman font, and adhere to APA guidelines (APA Publication Manual, 7th ed.) unless otherwise noted. Assignments not meeting these minimum standards will be returned and counted as late.

**Class Plan by Weeks or Days**

Please see Course Schedule at the end of the Syllabus.

**Disability Accommodation**

Students with a disability requiring academic adjustments and accommodations must contact the Accessible Education Center (AEC). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center,

Room 112; phone 372-6119. For details, view the Tennessee Tech Policy 340 – Services for Students with Disabilities at Policy Central. [www.tntech.edu/policies](http://www.tntech.edu/policies).

### COVID – 19

1. Students must take personal responsibility in following the recommended CDC COVID-19 guidelines. Students are expected follow all COVID-19 directives published by Tennessee Tech including, but not limited to, notices on Tennessee Tech’s webpage, building and facilities signage, and similar publications. The university’s Return to Campus Student Handbook can be found at <https://www.tntech.edu/return/index.php>.
2. According to Tennessee Tech University’s protocols, face coverings must be worn (covering the mouth and nose) by students in the classroom at all times.
3. Students must abide by predetermined social distancing guidelines and seating arrangements. Movement during class sessions should be limited as to not endanger other students or faculty. Students should be conscious and respectful of others and their health concerns.
4. Students who refuse to comply with university protocols on these matters will be reported to the Tennessee Tech Dean of Students.
5. Students should direct all requests for excused class absences related to COVID-19, regardless of where the COVID-19 testing is performed, to Tennessee Tech’s Health Services. The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.

<b>Course Schedule</b>
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Week	Date	Topic	Readings (Due Dates)	Assignments (Due Dates)
1				
2	1/25	Introduction, Overview, Syllabus Obstacles to Cultural Competence Multicultural Counseling and Therapy <b>Population of Concern / Book</b>	Sue & Sue Chs. 01, 02	<b>Chapter 1 Quiz</b> <b>Chapter 2 Quiz</b>
3	2/01	Microaggressions in Counseling <b>Neural-Aggressions</b>	Sue & Sue Chs. 06, Luke et al., (2020) article on iLearn	<b>Chapter 6 Quiz</b>
4	2/08	The Political and Social Justice Implications of Counseling The Impact of Systemic Oppression	Sue & Sue Chs. 04, 05	<b>Chapter 4 Quiz</b> <b>Chapter 5 Quiz</b>
5	2/15	Competence for Marginalized Therapists Barriers to Multicultural Counseling	Sue & Sue Chs. 03, 07 MSJCC (in iLearn)	<b>Chapter 3 Quiz</b> <b>Chapter 7 Quiz</b>
6	2/22	Communication Styles Multicultural Evidence-Based Practice <b>Book Review Presentations</b>	Sue & Sue Chs. 08, 09	<b>Chapter 8 Quiz</b> <b>Chapter 9 Quiz</b> <b>Book Review Due</b>
7	3/01	Non-Western Approaches Racial/Cultural Identity Development in People of Color <b>Book Review Presentations</b>	Sue & Sue Chs. 10, 11	<b>Chapter 10 Quiz</b> <b>Chapter 11 Quiz</b>
8	3/08	White Racial Identity Development Culturally Competent Assessment <b>Book Review Presentations</b>	Sue & Sue Chs. 12, 13	<b>Chapter 12 Quiz</b> <b>Chapter 13 Quiz</b>
9	3/15-3/21 <b>No Class - Spring BREAK</b>			
10	3/22	Counseling Women	Sue & Sue Ch 26 Davis et al (2018) in iLearn	<b>Chapter 26 Quiz</b>
11	3/29	Counseling Immigrants and Refugees Counseling Individuals in Poverty	Sue & Sue Ch 20, 25	<b>Chapter 20 Quiz</b> <b>Chapter 25 Quiz</b>
12	4/05	Counseling African Americans Counseling Latinx	Sue & Sue Ch 14, 17	<b>Chapter 14 Quiz</b> <b>Chapter 17 Quiz</b>
13	4/12	<b>Presentations</b>		
14	4/19	Counseling Individuals with Disabilities Counseling Older Adults <b>Presentations</b>	Sue & Sue Ch 22, 24	<b>Chapter 22 Quiz</b> <b>Chapter 24 Quiz</b>
15	4/26	Counseling LGBTQ Individuals <b>Presentations</b> <b>Wrapping Up</b>	Sue & Sue Ch 23	<b>Advocacy Project Due</b> <b>Chapter 23 Quiz</b> <b>Chapter 25 Quiz</b>
16	5/3-5/7	<b>Finals Week</b>		

## Appendix A Assignments

### 1. READING AND QUIZZES

#### 20% of final grade

The text for this course contains 26 chapters (whew!). The first half (chs. 1-13) covers conceptual material, while the second half (chs. 14-26) covers applied material for specific populations. For each chapter, students will take a quiz in iLearn. Quizzes are timed (20 minutes) which should be plenty of time to complete the 10-17 questions in each chapter, IF you have familiarized yourself with the material.

### 2. ATTENDANCE AND PARTICIPATION

#### 10% of final grade

Each week, the class will meet synchronously via Zoom. Lectures will highlight specific topics raised in the text but will also cover additional material not found in the text. Class time is interactive and therefore an integral part of the course experience, so attendance and participation are expected.

### 3. NEURAL AGGRESSIONS ASSIGNMENT

#### 10% of final grade

Information will be provided in class about this activity/assignment and posted in the Discussion Board section of iLearn.

### 4. BOOK REVIEW AND PRESENTATION

#### 10% of final grade

Students will submit 1 reaction paper, two pages in length, on a book of their choosing that relates to the course material and/or their population of interest. It can be a novel, biography, or nonfiction. A list of sample books will be shared at the first class meeting. The paper is a combination of academic commentary and personal reflection- **both are required**. Papers will be submitted via iLearn Assignment folder. You may use this paper, along with other course materials and videos, as well as reflection on current events, media, and other informal learning opportunities to add to your perspective. Grades will be determined on overall substance. Your grade will be based upon whether or not you completed the assignment and made a good faith effort to explore your feelings, beliefs, and values. You will not be graded for having a “politically correct” response. In fact, confronting and challenging your biases and prejudices in an honest fashion would be indicative of a good faith effort. The rubric in iLearn follows the following format:

1. On time, spelling, grammar and format
2. Select a major theme of the book and its implications for you as a counselor or the counseling process
3. Briefly discuss a character, persona, or ideology you were drawn to, and one you found repellant
4. Briefly discuss a character, persona, or ideology you might struggle to counsel
5. Students will then present the book to the class.

### 5. CULTURAL EXPERIENCE AND DISCUSSION POST

#### 10% of final grade

Students will participate in a cultural experience and complete Discussion posts in iLearn. More information will be shared in class.

### 6. ADVOCACY PROJECT - RESEARCH

#### 20% of final grade

The purpose of this project is to identify a group of individuals and then describe how you would advocate for that group’s needs and rights. The following outline should be used to guide your work, resulting in the final Paper submitted to iLearn.

#### Project Template

<b>I. Introduction</b>
<ul style="list-style-type: none"> <li>a. Select a population of interest, passion, or specific need</li> <li>b. Discuss the reason for selecting this group</li> <li>c. Discuss a specific presenting issue related to a specific member of this group – create a very brief (1-2 paragraph) vignette of an individual from this population experiencing a common difficulty.</li> </ul>
<b>II. Describe <u>counselor factors</u> that must be addressed in working with this group using the following categories:</b>
<ul style="list-style-type: none"> <li>a. Discuss the relevant cultural factors for working with this population (CMHC j)</li> <li>b. Identify specific ways the four dimensions of MSJCC (attitudes and beliefs, knowledge, skills, and action) can be obtained and enacted with your population (f.2.c)</li> <li>c. Discuss the role of power and privilege, and/or marginalization that you possess relative to your population that may negatively impact your work with them, and also how you might use your power and privilege to support them (f.2.e)</li> <li>d. Consider theories and models that would be useful in working with your population. Identify one that best fits (f.2.b)</li> </ul>
<b>III. Describe <u>social factors</u> that must be addressed in working with this group using the following categories:</b>
<ul style="list-style-type: none"> <li>a. Describe how do trends in the US affect this population and your work with them. One dimension of this is called <i>intersectionality</i> which means looking at how other dimensions interact. Discuss further. (f.2.a)</li> <li>b. Describe how institutional and social barriers affect this group and how you plan to assist in overcoming these. Include risks of objectifying the group, member, or culture (f.1.e)</li> <li>c. Identify strategies for identifying and eliminating (1) barriers, (2) prejudices, and (3) processes of intentional and unintentional oppression and discrimination with your population (f.2.h)</li> </ul>
<b>IV. Describe <u>individual client factors</u> that must be addressed in working with this group using the following categories:</b>
<ul style="list-style-type: none"> <li>a. Discuss barriers to help-seeking with your population and how those might be addressed (f.2.f)</li> <li>b. Discuss the role that spiritual beliefs play in your population, especially when it comes to dealing with oppression and mental health; describe the potential interaction of your spiritual beliefs with your populations (f.2.g)</li> <li>c. Describe the potential and actual effects of (1) heritage, (2) attitudes, (3) beliefs, (4) understandings, and (5) acculturative experiences on your populations' view of others (f.2.d)</li> </ul>
<b>V. Conclusion</b>
<ul style="list-style-type: none"> <li>a. Wrap up discussion of your work with an individual from this group</li> </ul>

**Format:** Use the project elements as section headings and follow APA style. The grading rubric can be found on the last page of this syllabus.

## 7. ADVOCACY PROJECT FINAL PRESENTATION

### 20% of final grade

Using the research from the advocacy project above, create a PowerPoint presentation that you could use in a school, civic, or community organization to raise awareness of the issues related to your population of interest. Make this creative, engaging, and factual. The content from the assignment #5 (above) is what you use for the PowerPoint, incorporating feedback from that project to refine this one.

**Format:** Create one slide heading for each of the 10 areas (of course you may want to add slides that expand on each heading). Add only enough additional slides to highlight the subcomponents of an area; in other

words, follow PPT etiquette in creating slides that are clear and easy to read, and which hold the audience's attention. Use the "Notes" feature to add your supporting material. Be creative but not distracting.

**NOTE:** Additional presentation formats are welcome (check with instructor).

### Multicultural Counseling Competencies Rubric

	10 Exceeds Competency	8-9 Meets competency	6-7 Developing Toward Competency	5 or below Insufficient/ Unacceptable
Standard F.2.a. Students will identify multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.	Exceeds	Meets	Developing	Unacceptable
Standard F.2.b. Students will identify theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.	Exceeds	Meets	Developing	Unacceptable
Standard F.2. c. Students will identify multicultural counseling competencies.	Exceeds	Meets	Developing	Unacceptable
Standard F.2. d. Students will identify the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.	Exceeds	Meets	Developing	Unacceptable
Standard F.2. e. Students will explain the effects of power and privilege for counselors and clients.	Exceeds	Meets	Developing	Unacceptable
Standard F.2. f. Students will identify help-seeking behaviors of diverse clients.	Exceeds	Meets	Developing	Unacceptable
Standard F.2. g. Students will identify the impact of spiritual beliefs on clients' and counselors' worldviews.	Exceeds	Meets	Developing	Unacceptable
Standard F.2. h. Students will identify strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	Exceeds	Meets	Developing	Unacceptable
CMHC Contextual Dimensions Standard j. Students will understand cultural factors relevant to clinical mental health counseling.	Exceeds	Meets	Developing	Unacceptable
Standard F.1.e. Students will describe the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.	Exceeds	Meets	Developing	Unacceptable