

Department of Educational Psychology

We develop educational leaders who create tomorrow's opportunities.

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

**EDUCATIONAL PSYCHOLOGY DEPARTMENT
EPS 690 MULTICULTURAL COUNSELING
TERM YEAR SYLLABUS**

General Course Information

Location:

Days/Times:

Course Format:

Credit Hours: 3

Instructor Information

Instructor:

Office:

Phone / E-mail:

Office Hours:

Course Prerequisites

Admission to Clinical Mental Health Counseling (MA) or Counseling-Sch Couns (MEd) or Counseling-StdAffairs (MEd) or Combined Counseling/School Psy (PhD) or School Psy (EdS) and EPS 601 Pre- or Corequisite: EPS 660

Course Description

Theoretical and experiential course in individual and cultural diversity. Course includes affective, social, family, and community bases of counseling and therapy. Didactic approaches incorporate group processes, emotions, attributions, attitudes, and professional standards and ethics. Course includes effective measurements and interventions across individual and cultural differences. Letter grade only.

REQUIRED TEXT

Sue, D.W., Sue, D., Neville, H., & Smith, L. (2019). *Counseling the culturally diverse: Theory and practice (8th ed.)*
Hoboken, NJ: Wiley. ISBN: 9781119448242 (if cost is an issue, the previous edition of the text will suffice).

REQUIRED READINGS & ACCESS

Several class handouts will be provided to students as they work within the weekly folders on BbLearn. These are required readings and students are encouraged to print copies to use for studying.

Available Via BB Learn

Professional Standards

Multicultural and Social Justice Competencies 2015

Advocacy Competencies 2003 – Updated 2018

Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients (2012)
 Guidelines for psychological practice with transgender and gender nonconforming people 2015
 ASERVIC Competencies for Addressing Spiritual and Religious Issues in Counseling 2010
 Competencies for Counseling the Multiracial Population 2015

1. French, B. H., Lewis, J. A., Mosley, D. V., Adames, H. Y., Chavez-Dueñas, N. Y., Chen, G. A., & Neville, H. A. (2019). Toward a Psychological Framework of Radical Healing in Communities of Color. *The Counseling Psychologist*. <https://doi.org/10.1177/0011000019843506>
2. Goodkind, J. R., Hess, J. M., Gorman, B., Parker, D. P. (2012). "We're still in the struggle": Diné resilience, survival, historical trauma, and healing. *Qualitative Health Research*, 22, 1019-1036.
3. Hall, G. N., Ibaraki, A. Y., Huang, E. R., Marti, C. N., & Stice, E. (2016). A meta-analysis of cultural adaptations of psychological interventions. *Behavior Therapy*, 47(6), 993-1014. doi:10.1016/j.beth.2016.09.005
4. Paris, M., Antuña, C., Baily, C. D. R., Hass, G. A., Muñiz de la Peña, C., Silva, M. A., & Srinivas, T. (2018). *Vulnerable but not broken: Psychosocial challenges and resilience pathways among unaccompanied children from Central America*. New Haven, CT: Immigration Psychology Working Group.
5. Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and Social Justice Counseling Competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44(1), 28-48. <http://dx.doi.org/10.1002/jmcd.12035>.
6. Santiago-Rivera, A., & Altarriba, J. (2002). The role of language in therapy with the Spanish-English bilingual client. *Professional Psychology Research and Practice*, 33(1), 30-38.

Available via NAU Cline Library Streaming Video - Avon database – Alexander Street

[\(https://search.alexanderstreet.com/\)](https://search.alexanderstreet.com/) - Search video title

Race: The Power of an Illusion

The Difference Between Us (Episode 1)

The Story We Tell (Episode 2)

The House We Live In (Episode 3)

Course Objectives

As a step in the process of developing multicultural and advocacy counseling competencies, each student will develop self-awareness regarding one's own cultural beliefs, values, and experiences; develop awareness of others' culture-linked experiences; and develop skills for providing culturally-sensitive services in community settings. The goal of this class is to provide **theories, facts and exercises** whereby students will examine their attitudes & beliefs and gain knowledge and skills in the area of multicultural counseling. The course meets the requirements of the Educational Psychology Department under the area of Social and Cultural Foundations, "studies that provide an understanding of issues and trends in a multicultural and diverse society" as well as the CACREP 2016 curriculum standards under the section Social and Cultural Diversity.

CACREP Section 2		
1. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	(2-F.1e)	Advocacy Act
2. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	(2- F.2a)	Journals, CID Project
3. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	(2- F.2b)	CID Project
4. multicultural counseling competencies	(2- F.2c)	CID Project
5. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	(2- F.2d)	Cultural Genogram
6. the effects of power and privilege for counselors and clients	(2- F.2e)	CID Project

7. help-seeking behaviors of diverse clients	(2- F.2f)	Article Review
8. the impact of spiritual beliefs on clients' and counselors' worldviews	(2- F.2g)	Journal
9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	(2- F.2h, 2- F.5e)	Advocacy Act
10. a general framework for understanding differing abilities and strategies for differentiated interventions	(2- F.3h)	Article Review
11. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	(2- F.3i)	Article Review
12. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	(2- F.4g)	Advocacy Act
13. ethical and culturally relevant strategies for addressing career development	(2- F.4j)	Article Review
14. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	(2- F.5d, 2- F.5e)	Article Review
	CACREP Section 5	Evaluation
15. cultural factors relevant to clinical mental health counseling	(CM-2j)	Final Evaluation

METHODS OF EVALUATION & GRADING SCALE

ASSIGNMENT	WEIGHT	DUE DATE(S)
Weekly Journals (9 at 10 points each)	90	
Cultural Genogram	220	
Cultural Experience Knowledge Building & Reflection	180	
Advocacy Act or Engagement	140	
Evaluation of Current Level of Competence & Plan for Improving Competence	120	
Final: Case Study (70 pts) and Intake Skill Demonstration (60 pts)	130	

Course Grade A = 792-880 B = 704-791 C = 616-703 D = 528-615 F < 528

COURSE POLICIES

ATTENDANCE, PARTICIPATION, & PROFESSIONALISM

Enrollment in EPS 690 is limited to graduate students who are preparing for professional careers; thus, attendance is required and class participation is expected as one component of professional responsibility. Students are expected to demonstrate personal characteristics consistent with the characteristics of professional counselors and engage in ethical behavior as defined in the American Counseling Association *Code of Ethics*, and adhere to [NAU's Academic Integrity Policy](#). As professionals, students are responsible for coming to class prepared to discuss readings, making productive contributions to class discussions/activities, and attending respectfully to others. Students who do not meet expectations regarding professional responsibilities will be evaluated as such. This evaluation may be reflected in a grade reduction, the development of a Professional Growth Plan (PGP) for remediation per EPS department policies. The following chart serves as a guide regarding expectations for professional behavior and potential outcomes for those who do not meet these expectations. Note that one only meets professional expectations if *ALL* indicators are met. However, one need only have *ONE* area in which s/he is below expectations to necessitate remediation.

<i>Meets professional expectations</i>	<i>Below professional expectations</i>	<i>Significantly below expectations</i>
<ul style="list-style-type: none"> ▪ 0 – 2 absences ▪ Rarely tardy or late from break ▪ Contributes more days than not ▪ Contributions reflect routine, careful preparation for class ▪ Attentive and respectful toward others when not contributing directly ▪ No concerns regarding personal characteristics ▪ Shows ethical integrity and adheres to <i>ACA Code of Ethics</i> ▪ No concerns regarding academic integrity <p data-bbox="110 789 467 888"><i>Indicators show potential for continued success in graduate school and beyond.</i></p>	<ul style="list-style-type: none"> ▪ 3 absences ▪ Frequent, minor tardiness ▪ Rarely contributes to class ▪ Contributions reflect occasional preparation for class ▪ Sometimes distracted or disrespectful nonverbally when not contributing directly (e.g., texting, surfing, sidebars) ▪ Occasional or minor personal characteristic concerns ▪ If ethical violation present, concern is minor and student takes immediate action to remedy ▪ Minor, uninformed violations of academic integrity <p data-bbox="526 789 935 888"><i>Final grade adjustment of 1 letter, conference with instructor, and/or PGP filed with EPS Department.</i></p>	<ul style="list-style-type: none"> ▪ 4 + absences ▪ Persistent, minor tardiness ▪ Recurrent, major tardiness ▪ Contributions are rare or not productive ▪ Contributions reflect lack of preparation for class ▪ Behaviors detract from safe, scholarly learning environment ▪ Serious concerns regarding personal characteristics ▪ Major ethical violation or inability to understand ethical concerns ▪ Major, intentional violations of Academic Integrity Policy <p data-bbox="980 751 1477 993"><i>Final grade adjustment of 1-2 letters, conference with instructor, and/or PGP filed with EPS Department. Serious violations may require repeating course (e.g., 3+ absences), assignment of F in course (e.g., ethical or integrity concerns), or other remediation per PGP.</i></p>

SEMESTER SCHEDULE

(Instructor may alter schedule as needed)

	TOPICS	READINGS & ASSIGNMENTS DUE	CACREP
Week 1	Course orientation Introduction to multicultural counseling		
Week 2	No Class – Labor Day		
Week 3	Multicultural and Social Justice Competencies Film on Demand: <i>Race – The Power of an Illusion</i>	<ul style="list-style-type: none"> ▪ Sue & Sue Chapters 1-3; Article 5 	2F. 2c
Week 4	Advocacy Competencies Introduction to privilege (McIntosh, 1990) Prejudice, discrimination, and microaggressions	<ul style="list-style-type: none"> • Sue & Sue Chapters 4-6 ▪ Advocacy Competencies 	2F. 1e, 4g, 4j
Week 5	Cultural Identity Development White Racial Identity Development	<ul style="list-style-type: none"> ▪ Sue & Sue Chapters 11,12 ▪ Cultural Genogram Due – KPI (Awareness) 	2F. 2b, 2d
Week 6	Evidence-Based Practice Non-Western Indigenous Methods of Healing, Religion & Spiritual beliefs	<ul style="list-style-type: none"> ▪ Sue & Sue Chapters 9,10, ▪ Journal article on BBLearn 	2F. 2a, 2g
Week 7	Multicultural Family Counseling Communication Styles, Lifespan and Diversity	<ul style="list-style-type: none"> ▪ Sue & Sue Chapters 7,8 	2F. 2b, 3i, 5e
Week 8	Culturally Competent Assessment Counseling African American clients	<ul style="list-style-type: none"> ▪ Sue & Sue Chapters 13-14, Article 1 	2F. 2a, 2e, 2f, 2h, CMHC 2j
Week 9	Counseling American Indian clients	<ul style="list-style-type: none"> ▪ Sue & Sue Chapter 15, Article 2 ▪ Cultural Experience Knowledge Building & Reflection Due (Knowledge) 	2F. 2a, 2e, 2f, 2h, CMHC 2j
Week 10	Counseling Latino/a Clients Counseling Multiracial Individuals	<ul style="list-style-type: none"> ▪ Sue & Sue Chapters 17, 18; Article 6 	2F. 2a, 2e, 2f, 2h, CMHC 2j
Week 11	Counseling Asian American clients Counseling Jewish Americans	<ul style="list-style-type: none"> ▪ Sue & Sue Chapters 16, 21 Article 3 	2F. 2a, 2e, 2f, 2h, CMHC 2j
Week 12	No Class - Veterans Day		
Week 13	Counseling Lesbian, Gay, & Bisexual Clients Counseling Transgender Clients Gender Issues in Counseling	<ul style="list-style-type: none"> ▪ Sue & Sue Chapters 23, 26 ▪ Advocacy Act/Engagement Due (Skills) 	2F. 2a, 2e, 2f, 2h, CMHC 2j
Week 14	Counseling Arab Americans and Muslim Americans Counseling Immigrants and Refugees	<ul style="list-style-type: none"> ▪ Sue & Sue Chapter 19, 20, Article 4 	2F. 2a, 2e, 2f, 2h, CMHC 2j
Week 15	Counseling Older Clients Clients with Disabilities	<ul style="list-style-type: none"> ▪ Sue & Sue Chapters 22,24 ▪ Self-Evaluation & Plan for Continued Development Due (Awareness) 	2F. 3i, 3h, 4g, 4j, 5d, 5e
Week 16	Exam	<ul style="list-style-type: none"> ▪ Case study (Skills) ▪ Skill demonstration (Skills) 	2F. 3i, 4g, 4j, 5d

EPS 690 Cultural Genogram Rubric

Genogram	Excellent 100%	Good 90%	Fair 80%	Poor 70%	PTS
Clarity and organization of visual representation of the Genogram					/20
Genogram displays a minimum of 7 identity variables for each family member and includes at least three generations					/20
Includes Pride and Shame Issues on the visual representation of the genogram					/10
Comments:					
Reflection Paper	Excellent 100%	Good 90%	Fair 80%	Poor 70%	PTS
Reflection paper identifies genogram trends and family patterns and discusses the meaning of those trends/patterns					/30
Reflection paper identifies pride/shame issues and discusses their impact on viewing others and one's professional development					/30
Reflection paper identifies organizing principles and discusses their impact on viewing others and one's professional development					/30
Discussion of how organizing principles and pride/shame issues relate to culture					/20
Overall meaning of the assignment for personal and professional identity development					/20
Writing style is clear, coherent and thoughtful					/10
Few mistakes requiring editing					/10
Comments:					
OVERALL COMMENTS:					
/200 = %					

COVID-19 REQUIREMENTS AND INFORMATION

Additional information about the University's response to COVID-19 is available from the **Jacks are Back!** web page located at <https://nau.edu/jacks-are-back>.

SYLLABUS POLICY STATEMENTS ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

NONDISCRIMINATION AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or visit the EAO website at <https://nau.edu/equity-and-access>.

TITLE IX

Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a “Title IX Coordinator” to monitor the institution’s compliance with this important civil rights law. NAU’s Title IX Coordinator is Elyce C. Morris. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3515, by fax at 928-523-0640, or by email at elyce.morris@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU’s Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University’s Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.