



**CMHC 5500**  
**Multicultural Diversity in Counseling**  
**Spring**

Course Syllabus

1. **Instructor:** Brianna Randall, PhD, NCC  
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**Office:** Ketner 206  
**Office Hours:**
2. **Class Meetings:** This class is an asynchronous online course via Blackboard. Please refer to the course calendar for all important dates and any potential times that require scheduled synchronous online meetings.
3. **Textbook: 1)** Diller, J. V. (2019). *Cultural diversity: A primer for the human services (6<sup>th</sup>)*. Boston, MA: Cengage. ISBN# 9781337563383  
**2)** Jana, T. & Baran, M., (2020). *Subtle Acts of Exclusion* . ISBN # 9781523087051
4. **Course Description:** The purpose of this course is to examine cultural diversity with respect to ethnographic, demographic, and status variables, and challenge culturally biased assumptions which influence the provision of mental health services. Specific attention to cultural identity of the client and mechanisms for appropriate service delivery will be addressed.
5. **Technology Statement:** Students will require access to a computer with Internet capabilities for the successful completion of this course.
6. **Nondiscrimination Statement:** Students will not be discriminated against based on age, body shape/size, color, culture, disability, education, employment status, ethnicity, family status, gender, gender expression, gender identity, genetic information, immigration status, incarceration experience, language preference, marital/relationship status, national origin, occupation/work, race, religion/spirituality, sex, sexual orientation, socioeconomic status, veteran status, or any intersection of these identities. Nondiscrimination is expected to be upheld by the instructor and each student in this course.

7. **Course Objectives:** The course objectives are aligned with the specific learning outcomes identified by CACREP. The following CACREP Standards are addressed in this course:

| <b>CACREP STANDARDS</b>   | <b>ASSESSMENTS</b>   |
|---|--|
| <b>2.1.E)</b> Advocacy Processes Needed to Address Institutional and Social Barriers  | Quizzes, Discussion Boards, Interviews, Training, and Final Examination      |
| <b>2.2.A)</b> Multicultural and Pluralistic Characteristics Among Diverse Groups  | Quizzes, Discussion Boards, Interviews, and Final Examination                |
| <b>2.2.B)</b> Theories and Models of Multicultural Counseling, Cultural Identity Development, and Social Justice            | Quizzes, Discussion Boards, and Final Examination                            |
| <b>2.2.C)</b> Multicultural Counseling Competencies   | Quizzes, Discussion Boards, Interviews, Training, and Final Examination      |
| <b>2.2.D)</b> Impact of Heritage, Attitudes, Beliefs, Understandings, and Acculturative Experiences                         | Quizzes, Discussion Boards, Interviews, and Final Examination                |
| <b>2.2.E)</b> Effect of Power and Privilege for Counselors and Clients  | Quizzes, Discussion Boards, Self-Analysis, and Final Examination             |
| <b>2.2.F)</b> Help-Seeking Behaviors of Diverse Clients   | Quizzes, Discussion Boards, and Final Examination                            |
| <b>2.2.G)</b> Impact of Spiritual Beliefs on Client's and Counselor's Worldviews  | Quizzes, Discussion Boards, Interviews, Self-Analysis, and Final Examination |
| <b>2.2.H)</b> Strategies for Identifying/Eliminating Barriers, Prejudices, and Processes of Discrimination                  | Quizzes, Discussion Boards, Training, and Final Examination                  |
| <b>2.3.F)</b> Systematic and Environmental Factors that Affect Human Development  | Quizzes, Discussion Boards, Interviews, Self-Analysis, and Final Examination |
| <b>2.3.G)</b> Effects of Crisis, Disasters, and Trauma on Diverse Individuals Across the Lifespan                           | Quizzes, Discussion Boards, and Final Examination                            |
| <b>2.3.H)</b> Understanding Differing Abilities and Strategies for Differentiated Interventions                             | Quizzes, Discussion Boards, and Final Examination                            |
| <b>2.5.D)</b> Ethical and Culturally Relevant Strategies for Establishing/Maintaining In-Person/Tech-Assisted Relationships | Quizzes, Discussion Boards, Training, and Final Examination                  |
| <b>5.2.J)</b> Cultural Factors Relevant to Clinical Mental Health Counseling  | Quizzes, Discussion Boards, Self-Analysis, and Final Examination             |

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| 5.2.L) Legal and Ethical Considerations Specific to Clinical Mental Health Counseling | Quizzes, Discussion Boards, Self-Analysis, and Final Examination           |
| 5.3.E) Strategies to Advocate for Persons with Mental Health Issues                   | Quizzes, Discussion Boards, Self-Analysis, Training, and Final Examination |

- 1) Students will develop and understanding of the role of multiculturalism within the counseling profession, including historical and modern viewpoints of the context of culture and related factors, including identity and cultural perception.
- 2) Students will acquire knowledge of select theories and models of multicultural counseling and mechanisms to reduce barriers to clinical counseling, including prejudices and discrimination.
- 3) Students will develop and understanding and knowledge of the impact of cultural identity and establish a self-awareness of personal cultural biases, including appropriate referral methods when cultural considerations are present.

8. **Course Requirements:** The following details the learning products to be completed in order to successfully pass this course:

- A) Six quizzes will be required for this course. The quizzes will provide an opportunity to assess the continuity of learning throughout the semester. Quizzes will be conducted as depicted on the syllabus calendar during the week indicated and must be completed by **midnight of the Sunday within the given week**. Quizzes will cover the preceding course materials as reflected in the course calendar. The quizzes will be in *multiple choice format*. Students who fail to complete the quizzes during the allotted time will not be able to complete the quizzes without valid documentation.
- B) Seven discussion board entries will be required for this course. Discussions boards will allow students to synthesize and reflect on the material being covered in the course, but also connect with other students and share ideas as the course progresses through the semester. The Instructor will post a discussion prompt, and each student must provide a minimum of two substantial posts to receive credit. A post is deemed substantial if it demonstrates intentional thought, contributes to the discussion at hand, and is presented in a respectful manner. Please refer to the concept of Net Etiquette if there are any questions pertaining to the accepted guidelines of social respect within virtual communities. **The discussions will become available on the first day of the given week, and responses must be submitted by midnight of the Sunday within the given week.** Student who fail to complete the discussion board entries during the allotted time will not be able to complete the discussion board entries without valid documentation.

- C) Two cultural identity interviews will be required for this course. The interviews will provide an opportunity for learning more about different cultures and allow an experience of how to discuss cultural diversity with people of differing identities. For each interview, you will be paired with a different student within your class. Students will be partnered at random by the instructor. Partner assignments will be emailed to each student. Each student is responsible for creating their own interview questions. Guidelines for interview questions will be discussed before the due dates. Each submission will include “proof” of the interview. Proof of the interview can be submitted in the form of a recording (video or audio-only – your choice), or in the form of a detailed transcript. Overall, two items will be submitted for this assignment, 1) your list of questions and a summary of each response; and 2) proof of the interview. The report must be submitted in Blackboard as a Word document. Please see the syllabus calendar for the scheduled due date. Early submission is encouraged. Late submission will not be accepted without valid documentation.
- D) One self-analysis of inclusive practices report will be required for this course. The analysis will provide an opportunity to examine one’s personal views and practices of inclusion. After reading *Subtle Act of Exclusion*, you will assess your own cultural identities from the perspective of inclusion (i.e., identifying your membership or allyship among various groups of Peoples). Next, you will assess your cultural identities from the perspective of exclusion (i.e., identifying active and potential biases you currently possess). Lastly, you will analyze your cultural self-assessment from a theoretical perspective to determine ways you can operate more intentionally to increase the inclusivity of your practices as a future counselor. The report will be written following the APA Publication Manual, 7<sup>th</sup> Edition guidelines. No other writing styles will be accepted. You will have access to a rubric that explains grading and provides more detailed instructions. The report must be submitted in Blackboard as a Word document. Please see the syllabus calendar for the scheduled due date. Early submission is encouraged. Late submission will not be accepted without valid documentation. Note the following grading rubric for the analysis in order to maximize points earned for this assignment:

|   | <b>"A" Quality Work</b>   | <b>"B" Quality Work</b>   | <b>Below "B" Quality Work</b>  |
|---|---|---|--|
| <b>Cultural Self-Analysis (12 points)</b> | A detailed self-analysis of one's personal culture is presented, including reflection of race/ethnicity/national origin, religion and spirituality, gender and sexuality, age and accessibility, and group memberships. For each element, appropriate referencing to theoretical understanding of culture is included with personal opinion of validity provided. | The self-analysis is missing required elements. The reflection of the elements is vague and lacking. The appropriate theoretical referencing is not provided. | No real self-analysis is present. Cultural elements are not provided, and no theoretical referencing is present. |
| <b>Writing Mechanics (2 points)</b>       | The report is written at the graduate level. The writing is free of grammatical, punctuation, and spelling error. APA 7 <sup>th</sup> Edition is correctly utilized, including a title page.  | One grammatical, punctuation, spelling, or APA style error is present.  | More than one grammatical, punctuation, spelling, or APA style errors are present.                               |

- E) One cultural competency training will be required for this course. The training will allow the opportunity to develop and understand multicultural components that will increase cultural and linguistic competency in counseling. Sign up (free) using this link: <https://thinkculturalhealth.hhs.gov/education/behavioral-health>. There are 4 modules that you must move through, and you may do so at your own pace. At the end of each module is a post-test assessment. You are required to pass each post-test with at least 80%. The complete training is estimated to take between 4-5.5 hours. Certificate of completion (found under "My Progress" under your user name) will be submitted on Blackboard, in addition to a one-page double spaced reflection paper about your experience by the date listed on the rubric.
- F) One comprehensive final examination will be required for this course. The examination will allow the opportunity to assess the collective learning throughout the semester. The examination will cover all lecture content and class discussion during the semester. The

examination will be in *multiple choice format*. **The examination must be completed by midnight of the Sunday of the given week.** Students absent at the time of administration will not be able to complete the examination without valid documentation.

**9. Course Evaluation:**

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|--|------------|
| Six quizzes @ 3 points each =                    | 18 points  |
| Seven discussion board entries @ 4 points each = | 28 points  |
| Two cultural interviews @ 5 points each =        | 10 points  |
| One cultural self-analysis @ 14 points =         | 14 points  |
| One cultural competency training @ 20 points =   | 20 points  |
| One final examination @ 10 points =              | 10 points  |
|  | -----      |
|  | 100 points |

|                   |                   |                   |                     |
|-------------------|-------------------|-------------------|---------------------|
| 100-96 points = A | 95-90 points = A- | 89-87 points = B+ | 86-84 points = B    |
| 83-80 points = B- | 79-77 points = C+ | 76-74 points = C  | 73-70 points = C-   |
| 69-67 points = D+ | 66-64 points = D  | 63-60 points = D- | Under 60 points = F |

**LEAVE NO DOUBT**

**10. Extra Credit Policy:** Extra credit will not be provided during this course.

**11. Attendance/Valid Documentation Policy:** Please refer to the Catawba Academic Handbook for an explanation of the Catawba College attendance policy. It will be used in this class during this semester:

*Effective learning is facilitated by an interaction between the professor and students regarding course material. The classroom is the principal arena for such interaction. Thus, students have an obligation to themselves, to fellow students, and to the faculty member to attend and participate actively in classroom sessions. The class attendance policy followed by the college assigns to each faculty member the responsibility for establishing and communicating to students the specific attendance requirements for his or her courses consistent with the objectives of the course. Therefore, specific course attendance policies will vary from course to course. The attendance policy for each course will be presented to the student in written form, usually as part of the course syllabus, at the beginning of the course. The course attendance policy and practices, however, will subscribe to the following general guidelines:*

- A) Each student is personally responsible for regular and punctual class attendance.
- B) A student who misses a class bears personal responsibility for completing any assignment presented during that class to the extent permitted by the nature of the assignment and the course syllabus.
- C) The faculty member has the option of assigning a failing grade to any student who misses more than one quarter of the class meetings, but this option must be stated in the course syllabus.
- D) Whenever possible, the student should inform the faculty member about an

*absence and make arrangements concerning missed assignments due to that absence.*

*E) The student is responsible for initiating discussions with the faculty member about a make-up opportunity for missed assignments or examinations.*

*F) The faculty member has no obligation to allow or facilitate make-up work except for absences due to "extenuating circumstances." Three sets of extenuating circumstances are recognized by the College: severe personal illness, death in the immediate family, or (when announced in advance through the Dean of Students' Office) authorized representation of the College.*

*G) If an extenuating circumstance is the cause of a student's missing a class period (or an examination), the student should not view the absence as an exception to the course attendance arrangements, as outlined in the course syllabus, but as a "just cause" for arranging a make-up opportunity. The faculty member, however, will determine the means of compensating for the missed course work or examination.*

It is assumed that all students will attend to the class regularly in order to maximize learning. All assignments have defined due dates and times and will be strictly enforced. It is the student's responsibility to inform the Instructor if a known absence from the course will occur during the semester. It is the student's responsibility to acquire any missed materials from an absence from the course. Valid documentation, which may grant a late assessment administration or a late assignment submission, only includes legitimate medical documentation or documents that support extenuating circumstances per Catawba College. No other excuses will be deemed valid. In the event of inclement weather, please check the Blackboard shell for any course information.

**12. Academic Honesty Policy:** Please do not give the Instructor any reason to suspect academic dishonesty. Students are advised to refer to Catawba College Honor Code:

*In order to educate individuals to live responsibly in community and to create an environment that encourages respectful expression of values, without censorship, the Catawba community has developed and endorsed The Catawba College Honor Code. It is intended that the Honor Code will promote a climate of trust, concern, and respect conducive to learning and personal growth in community. Everyone who is a member of the Catawba community has responsibilities to respect others, to communicate honestly, to seek excellence, and to participate in creating a fair and compassionate atmosphere on campus. Faculty, administrators, and staff have responsibilities to endeavor to enhance the personal and intellectual development of other persons; to be compassionate, thorough, and fair in evaluating the performance of students and professional associates; to use the authority of their office in ways that respect persons and avoid the abuse of power; and to conduct their professional activities in ways that uphold the ideals of virtue and excellence. Therefore, Catawba College students, faculty, staff, and administrators are committed to the Catawba College Honor Code which is set forth as follows: "As a member of the Catawba College Community, I will uphold the value of academic honesty that grounds our institution, and I will not lie, cheat, or steal." The Honor Code does not condone dishonorable actions within any sector of Catawba College. Such actions include academic dishonesty, as well as social disrespect and any action harmful to the Catawba College community and its members. Violations of the law are also violations of the Honor Code. The Honor Code applies to students, faculty, administrators, and staff members. All*

*members of the college community are obligated to be familiar with the Honor Code and to conduct themselves in accordance with the standards set forth. The complete text of The Catawba College Honor Code and the operating procedures of The College Court are found in the Student Handbook.*

13. **Professional Behavior Policy:** Students in this class are future professionals. Students are responsible for all lecture materials, which will be made available to them online, and for completing all scheduled readings. Assignments in which academic honesty are in question will not be accepted. This includes utilizing resources during assessments (quizzes, exams, etc.) or collaborating with other students during the completion of such assessments. Behavior that is non-professional in nature will not be tolerated, and the student will be removed from the course and potentially the program. Please abide to the Catawba Academic Handbook and the CMHC Program Handbook for additional items regarding student behavior.
14. **Accessibility Policy:** Students with ADA-documented physical, sensory, psychological, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Catawba College Counseling and Disability Services (CDS) Office. If you have registered in a previous semester, continuation is not automatic. Action is required on your part, as accommodations are not retroactive.
15. **Writing Center (Library Mezzanine):** The Catawba Writing Center, in the Library Mezzanine, provides both face-to-face and online services to assist you with writing projects in all of your classes. Writing consultants, fellow Catawba students, are trained to help you with all stages of your writing process – brainstorming, drafting, research, organization, editing, and revision. Upload a draft of your paper, the assignment sheet, and your questions/concerns when making an appointment. For more information about our services and/or to make an appointment, please visit our website: [catawba.edu/writingcenter](http://catawba.edu/writingcenter)
16. **Expectations:**
  - Student Expectations
    1. Check your Catawba email and Blackboard account on a consistent basis each week. The primary method of communication in an asynchronous course is via email and Blackboard. Therefore, you are responsible to check and respond if needed on a weekly basis to the instructor and/or peers.
    2. Demonstrate professional dispositions in all interactions (discussion post, email and on Blackboard) with peers and instructors. Problematic behavior will be addressed as defined by our CMHC Program Handbook.
    3. All work submitted will be original, complete, and neatly presented.
  - Instructor Expectations



1. Instructor will reply to student emails within 48-72 hours.
  2. Provide expectations and structure to foster safety and trust in the learning environments and to assist students in exploring and vulnerably engaging with course materials and activities.
  3. Be available to support student learning outside of class time through email, during office hours, and by appointment.
- Specific for this course
    - I am not going to position myself as the expert. I have done some research, taken some courses, and read some stacks of really good books. I have had conversations and developed relationships with diverse people. I have counseled diverse clients. There are times I will be able to speak from my experience and my own knowledge. However, I am also a cisgendered heterosexual White woman. I am in a constant journey of understanding my position as an oppressed oppressor and strive to always work on my cultural humility. There are some topics that I very much believe are unequivocal truths, such as the existence and impact of systemic and individual racism, sexism, heterosexism, classism, ableism, ageism, nationalism, etc. However, each and every one of you have your own histories, your own set of intersecting identities, and your own views of the world. We each hold some fragment of truth within us, and therefore I believe that by sharing ideas and engaging with each other we will get closer to the truthfulness of things. So, in this class I do not want to have the last word or be seen as the ultimate authority. I want us all to learn to listen for our own individual truths and experiences, because that is exactly what we will need to be able to do with our clients.

17. **Course Calendar:** The following represents the scheduled agenda for each class meeting. Any changes will be announced as soon as possible.

| <b>Week of Course</b> | <b>Agenda</b>                             | <b>Assignments and Reading Due</b>  |
|-----------------------|---|---|
| Week 1                | Introduction to Class, Review of Syllabus | SAE: <i>Introduction and Chapter 1</i><br><b>Discussion 1</b>                                       |
| Week 2                |   | SAE: <i>Chapters 2 and 3</i><br><b>Discussion 2</b><br><b>Quiz 1</b>                                |
| Week 3                |   | SAE: <i>Chapters 4 and 5</i><br><b>Discussion 3</b><br><b>Quiz 2</b><br><b>Cultural Interview 1</b> |
| Week 4                |   | SAE: <i>Make sure you're caught up</i><br><b>Discussion 4</b><br><b>Quiz 3</b>                      |
| Week 5                |   | SAE: <i>Chapter 6 and 7</i><br><b>Discussion 5</b>  |

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|        |  | <b>Quiz 4</b>   |
| Week 6 |  | SAE: <i>Chapter 8 and 9</i><br><b>Discussion 6</b><br><b>Quiz 5</b><br><b>Cultural Interview 2</b>    |
| Week 7 |  | SAE: <i>Chapter 10</i><br><b>Discussion 7</b><br><b>Quiz 6</b><br><b>Cultural Competency Training</b> |
| Week 8 |  | <b>Cultural Analysis</b><br><b>Final Examination</b>  |