



ROSEMONT COLLEGE
1400 MONTGOMERY AVENUE
ROSEMONT, PA 19010

Course Title: **Multicultural Counseling**
Course Number: CNS-6060
Course Date: Fall 2022
Course Meeting Times: Mondays, 7:30 P.M. – 9:30 P.M.
Course Location:
Course Designation: Level II Course (Required for Clinical Mental Health Counseling
 Program and School Counseling Program)
Semester Hours: 3
Prerequisites: None
Limitation on Enrollment: 20

Instructor: Professor Schante Frazier
Email:
Phone: Office: 610.527.0200, x2322
Office: Good Counsel Hall – Room 211
Office Hours:

- Or by appointment

Course Description: This course reviews counseling theory and approach as it pertains to the treatment and intervention with various multicultural populations, included but not limited to race, ethnicity, age, disability, and gender. Reading and discussion will emphasize current research concerning learning, personality, attitudes, perceptions, abilities, and adjustment of multicultural populations in a variety of counseling contexts. Examination self and other awareness will be highlighted.

Rosemont Mission Statement: Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society. Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus to meet the needs of the time. Rosemont College values trust in and reverence for the dignity of each person, diversity with a commitment to building an intercultural community, persistence and courage in promoting justice with compassion, and care for the Earth as our common home.

Professional Performance Evaluation: Rosemont College has identified five professional dispositions that relate to the goals of the Graduate Counseling program. Faculty members will evaluate each student on their professional dispositions during each course at the conclusion of the semester using the Professional Performance Evaluation Form.

1. **Flexibility/Openness:** Open willingness to different perspectives; Flexible to new demands, the environment, and accept necessary changes; Search for peer opinions, accept constructive feedback, and incorporate feedback from peers
2. **Collaboration:** Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism; Reach consensus, initiate compromise, and show concern for group goals; Invite feedback, incorporate supervisory feedback, and give feedback
3. **Awareness:** Awareness of own impact on others; Ability to deal with conflict; ability to express feelings effectively and appropriately; Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.
4. **Initiative and Motivation:** Met or exceed all of the class requirements, showed creativity; Adhere to school and SPGS policies; Proficient graduate level oral and written skills
5. **Responsibility:** Maintain professional boundaries, sensitive to diversity, safeguard confidentiality, Dedication to Counseling Profession; Attend and adhere to Ethical Standards

This syllabus is provided to you as a means of conveying what you should expect from this course. It outlines the responsibilities of the instructor in conducting the class – the course content, planned scheduled of classes and assignments, grade components, and method(s) of grading. It also outlines your responsibilities as a part of this class. By remaining in this class, you indicate your acceptance of your responsibilities as a student and agree to the terms specified in the syllabus.

Note: The instructor reserves the right to adjust the course schedule and content during the semester in order to accurately reflect the progress being made by the class. This may result in modifications to assignment and exam due dates and/or course content.

I. Student Learning Outcomes

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

- A. Identify multicultural and pluralistic characteristics within and among diverse groups in an effort to provide effective treatment and intervention.
- B. Understand multicultural counseling competencies as communicated by the Association for Multicultural Counseling and Development (AMCD) to implement appropriate counseling skills and techniques with multicultural populations.
- C. Comprehend the how background and upbringing impact attitudes, beliefs, and understandings of clients across the lifespan.
- D. Assess how the elements of power and privilege for counselors and clients influence the therapeutic alliance to build the therapeutic relationship.
- E. Recognize the help-seeking behaviors of diverse clients within individual and group counseling settings to most effectively support the needs of multicultural populations.
- F. Assess the importance of religious and/or spiritual beliefs of multicultural populations and as the counselor to incorporate areas of strength and resilience identify potential biases within the therapeutic process.
- G. Advocate for the needs of underserved populations with the intention eliminating social barriers, prejudices, and various forms of discrimination.
- H. Demonstrate an awareness of ethical and legal considerations related to multicultural counseling, assessment, and treatment planning.

II. Course Content

- A. Overview of Culture
- B. Overview of Multicultural Counseling
 - 1. Multicultural and Social Justice Counseling Competencies
 - a. Self and other awareness
 - b. Attitudes and beliefs
 - c. Knowledge
 - d. Skills
 - e. Action
- C. Ethnic/Cultural Groups
 - 1. History and background
 - 2. Counseling issues
 - 3. Counseling strategies
- D. Culturally Alert Counseling with African Americans
 - 1. History and background
 - 2. Counseling issues
 - 3. Counseling Strategies
- E. Culturally Alert Counseling with East and Southeast Asian Americans
 - 1. Demographics
 - 2. Sociopolitical History
 - 3. Anti-Asian Sentiment
 - 4. Acculturation and Enculturation
- F. White Privilege
- G. Culturally Alert Counseling with Native Americans
- H. Culturally Alert Counseling with European Americans
- I. Culturally Alert Counseling with Middle Eastern Americans
- J. Social Class/Disabilities
- K. Counseling Men and Woman: Considering Gender and Sex
- L. Counseling LGBTQIA Clients
- M. Religion and Spirituality

III. **Methods of Instruction**

- A. Lecture and discussion
- B. Assisted technology
- C. Course readings
- D. Role play

E. Video presentation

F. Case studies

IV. **Methods of Assessment**

Assessment	Points	Weeks Due
A. Synchronous Class Participation and Current Events Discussion	15-Points	Weeks 3-13
B. Asynchronous Class Participation/4.3.2.1.	15-Points	Weeks 3-13
C. Multicultural Interview	20-Points	Week 6
D. Multicultural Experience	25-Points	Week 9
E. Cultural Autobiography	25-Points	Week 14
Total	100-Points	

A. Synchronous Class Participation and Current Events Discussion:

Attendance and appropriate participation are required as part of professional responsibilities. Students are expected to demonstrate(a) the professional dispositions of the Graduate Counseling program, (b) engage in ethical behavior as defined by the American Counseling Association *Code of Ethics*, and (c) Rosemont's Academic Integrity policy. Students are responsible for coming to class prepared to discuss readings, make positive contributions to class discussions/activities, and be respectful of others. Below professional expectations may result in a 5% grade reduction and significantly below may result in a 10% reduction and a dispositions discussion with your academic advisor. Grades in this area will be determined by:

- Prompt arrival to class and regular attendance. Absences should be discussed in advance with the instructor.
- Engagement in discussions and class activities. Contributions reflect careful preparation for class and space for other students to participate.
- Being attentive and respectful towards others when not contributing directly.
- Demonstration of ethical integrity and adherence to the ACA Code of Ethics.
- No concerns regarding academic integrity.
- For hybrid courses: students may only utilize the Zoom link if they are on the opposite campus of the professor.

Current Events Reading: The purpose of this assignment is to help you, as future counselor, understand how current issues about culture, in the world around us, relate to multicultural counseling. This will enable you to understand the current contexts of your future clients.

Working in groups of 2 students each, you will be responsible to identify an article that discusses a topic related to cultural and/or multiculturalism, and to facilitate at least a 30 minute discussion in the class. I will start us out by facilitating the discussion the second week to give you an idea of how I expect this time to go. You will upload a copy of the questions that you plan to ask during class onto the appropriate Canvas assignment.

The focus of this assignment:

- To expand critical thinking skills
- To flex your presentation and facilitation muscles
- To allow time and space for everyone's voices to be heard

The assignment will encompass the following:

- Communicate how this article relates to multiculturalism, i.e. multicultural competencies
- Articulate how this article relates to issues of social justice
- Provide implications for multicultural counseling in relation to the article
- Discuss how issues of power and privilege are present in the article

Total Points: 15-Points

Student Learning Outcomes: A - G

B. Asynchronous Class Participation/4.3.2.1:

Students will engage in a minimum of seven hours of asynchronous work throughout the summer semester. This assignment is meant to engage your thoughts and feelings about assigned readings throughout the course of the semester (Weeks 3-13). For each chapter assigned, please complete a 4-3-2-1 activity by considering the following:

- (1.) Which 4 knowledge concepts, ideas, or issues do you think are most important and why?
- (2.) What are the top 3 counseling concepts, strategies, or ideas (from the chapter) that will be useful to you as a counselor?
- (3.) What are 2 issues, strategies or concepts from the chapter that challenge you personally/professionally?
- (4.) What is 1 stereotype you have had about this group? Did it change after reading the chapter?

We will use your 4-3-2-1s as the basis of class discussion on different cultural groups.

Total Points: 15-Points

Student Learning Outcomes: A - H

C. Multicultural Interview:

The purpose of this assignment is to connect with an individual who is culturally diverse and/or identifies from a different background than your own. Please consider all aspects related to multiculturalism when choosing a candidate to interview as well as cultural competencies in approaching the interview. Create a list of questions that will explore various areas of multiculturalism. You will be required to submit these questions to your instructor prior to the interview to ensure cultural sensitivity. Consider the following points when constructing your questions for the interview, scheduling the time and location of the interview, and approaching the interview:

- (1) Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- (2) Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- (3) Multicultural counseling competencies
- (4) The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- (5) The effects of power and privilege for counselors and clients
- (6) Help-seeking behaviors of diverse clients
- (7) The impact of spiritual beliefs on clients' and counselors' worldviews
- (8) Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

After your interview you will be required to submit a reflection paper reviewing how you attended to each of the eight points communicated above. Please provide a detailed explanation that uses information presented within the course to draw connections to your learning.

Total Points: 20-Points

Student Learning Outcomes: A, C, E, F, G

- D. **Multicultural Experience:** The purpose of this assignment is to immerse yourself in the cultural experience of another group of individuals. You may conduct this assignment with another peer within the course, as a means of support, should you choose to do so. Please consider an event that you would not normally attend due to the normative events associated with your own cultural identification. This assignment will encompass the following:

- (1.) Identify a non-normative cultural event related to your cultural identity
- (2.) Have the event approved by your instructor before attending

(3.) Attend the event and immerse yourself within the experience. Be attentive to details related to the event and open to interacting with individuals around you.

(4.) Post a 2-3-paragraph reflection on attending the event within a discussion forum.

(5.) Respond to 1 post of a peer within the discussion forum

Total Points: 25-Points

Student Learning Outcomes: A, C, F, G

- E. **Cultural Autobiography:** One of the most important parts of being an effective counselor is to have self-awareness. In this assignment, you are asked to write an extended personal narrative about your development as a cultural being, and how it will impact your work as a culturally sensitive counselor. Please think and write deeply about the multiple aspects of your own identity and how specific incidents and experiences, both in your own life as well as historical, political, and/or cultural events, may have contributed to your identity.

This assignment must encompass the following points:

- A. Race, Ethnicity, Geography, and National Origin
- B. Religious and Spiritual Identity
- C. Gender and Sexual Identity
- D. Age, Ability, and Accessibility
- E. Socioeconomic Status
- F. Social Supports
- G. Impact on Counseling Identity

Note: This assignment will require deep introspection into your personal life and interpersonal relationships. This introspection may create some anxiety for you as it may reveal personal biases you were initially unaware of. As clients within a counseling relationship, we need counselors to be open to their own vulnerabilities. This assignment will assist you in gaining comfort with your own vulnerabilities in an effort to help you understand the perspective of the client in the therapeutic relationship as well as develop awareness of personal biases. Should you experience high levels of anxiety, please communicate concerns to your instructor before moving forward with the assignment.

Total Points: 25-Points

Student Learning Outcomes: A-H

V. **Final Grade Scale**

Note: All students in the Graduate Counseling Program **MUST** receive a grade of **“B” or higher**. If a student fails to do so, **he or she must repeat the course before continuing in the**

program.

Please see the SGPS Academic Catalog or Graduate Counseling Student Handbook for additional information about course grades and academic integrity:

[SGPS Academic Catalog](#)

[Graduate Counseling Student Handbook](#)

A	100 – 93
A-	90 – 92
B+	87 – 89
B	83 – 86
*B-	80 – 82
*C+	77 – 79
*C	73 – 76
*C-	70 – 72
*F	70 and Below

Students are responsible for understanding and will be held accountable for the information on the following topics that can be found within the Academic Catalog.

Attendance Policy: Timely, consistent attendance in class has been shown to have a direct correlation to student performance. Missing classes causes students to fall behind in the course material. The policy for this class is that undocumented absences and tardy attendance are unacceptable. Absences are permitted only in cases of illness or other legitimate causes (family emergency, death in the family, etc.). In cases of a documented absence from a class, the student will have both the opportunity and responsibility to make up all class work missed.

Students are allowed documented absences equivalent to one week of classes for any course in which they are enrolled. This course meets for 13-class sessions. Therefore, you will only be permitted to miss 1-class session over the semester without absences impacting your final grade. Absences are counted from the first day of class.

Entering the class late or leaving the room during class interrupts the classwork in progress and is disruptive to the learning process for students who are trying to learn. Serious tardiness or leaving class sessions frequently may impact your final grade for the course.

Academic Integrity: Academic integrity is important to the intellectual climate at Rosemont College. Violations of academic integrity cannot be tolerated and may result in the student's failure in a course and/or suspension or expulsion from Rosemont College. Academic dishonesty includes but is not limited to: plagiarism; fabrication of data, information, or citations; multiple submissions of the same work in different courses; and cheating on exams or assignments. Cheating of any kind WILL result in a zero on the work in question and a letter grade reduction in the course grade after the student's grade is calculated using the zero on the work in question. At the instructor's discretion, it may also result in failing the course and/or reporting of the incident to the administration for further action.

Class Assignments: Assignments that are not completed by the stated deadline will not be accepted. The submission of assignments that are late due to legitimate medical reasons or other extraordinary circumstances will be considered. Such circumstances must be supported by written documentation from an acceptable third party.

Communications: Changes in schedules, assignments, guidance, etc. will be communicated only to your Rosemont e-mail address. E-mail is the preferred way to communicate with the instructor and must be sent to the e-mail address listed on the front of this syllabus.

Disability Statement: If you have been approved for accommodations under ADA/504, please speak with the professor outside of class so that it is certain that all accommodations are provided promptly and completely. If you have not yet been approved for accommodations under ADA/504, but believe you might be entitled to them, please contact the Dean of Students in the Student Life Office at extension 2400 immediately. It would also be wise to speak with your professor, since temporary arrangements may be made under certain circumstances.

Student Concerns: Students who have any course-related concerns should talk directly with their faculty member prior to the next class meeting. If a mutually acceptable resolution cannot be achieved, the student is advised to follow the procedures outlined in the appropriate Student Handbook.

Cell Phone Use: In order to be able to receive campus-wide safety or weather alerts, cell phones may be left on vibrate only during class. Absent prior permission from the instructor, students may not acknowledge other messages or phone calls nor may they ever send or received text messages during class. Please keep your phone hidden from the class and on vibrate only. Cell phones should not be used for Internet purposes unless related to class assignments and instruction.

Use of Laptops or Other Electronic Devices: The use of personal laptops and other electronic devices during class sessions is strongly encouraged for the purposes of researching course material and engaging in classroom discussion. Students should not use their personal laptops for any other purposes during any class session. Failure to abide by this policy may impact your final grade.

The use of personal cell phones during class session is strongly discouraged. If you experience an emergency situation please communicate the potential to receive a phone call during the class session at the start of class. You will be permitted to step outside the classroom to receive your call. Please do your best not to disturb the learning process in the classroom.

Recording Lectures: Neither video nor audio recording may be made of any lecture in this course without the express consent of the instructor.

Inclement Weather: The Rosemont “snow number” is Montgomery County 342. Announcements of closings are also posted on the website and placed on the main college number, 610-527-0200. Students are encouraged to register their cell phone or email address to e2Campus on the iWay for cancellation notices.

Course Website: Information for this course, including, but not limited to, an electronic copy of this syllabus, is available through the course website located in the Rosemont College online learning portal (Canvas) located at <https://rosemont.instructure.com/login/canvas>. See your instructor if you have questions about accessing the course website.

Submitting Papers Electronically: Writing assignments for this course are to be submitted electronically via the course website.

Rosemont College 2022 - 2023 Graduate Academic Calendar:

<https://www.rosemont.edu/academics/registrar/2022-2023-academic-calendar.pdf>

VI. Required Textbook and Equipment

- A. Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2022). *Counseling the culturally diverse: Theory and practice*. (9th ed.). John Wiley & Sons P&T: Hoboken, New Jersey.

VII. Tentative Course Schedule

Date	Topics/Activities	Assignments Due
Week 1: 08/29/2022	Sue Chapter 1: Understanding Resistance to Multicultural Training: Obstacles to Cultural Competence	
Week 2: 09/05/2022	ASYNCHRONOUS CLASS - LABOR DAY Sue Chapters 2 & 3: Multicultural Counseling and Therapy (MCT) & Cultural Perspectives and Barriers: The Individual Interplay of Cultural Experiences	
Week 3: 09/12/2022	Sue Chapters 4 & 5: Microaggressions: Implications for Counseling and Psychotherapy & Sociohistorical Privilege and Oppression: Implications for Counseling and Psychotherapy	Synchronous Class Participation & Current Events Discussion; Asynchronous Class Participation/4.3.2.1
Week 4: 09/19/2022	Sue Chapters 6 & 7: Racial, Ethnic, Cultural Identity, Attitudes in People of Color: Counseling Implications & White Racial Consciousness: Implications for Counseling and Psychotherapy	Synchronous Class Participation & Current Events Discussion; Asynchronous Class Participation/4.3.2.1
Week 5: 09/26/2022	Sue Chapters 8 & 9: Multicultural Counseling Competence and Cultural Humility for People of Color, Counselors, and Therapists & Evidenced Based Practice	Synchronous Class Participation & Current Events Discussion; Asynchronous Class Participation/4.3.2.1
Week 6: 10/03/2022	Sue Chapters 10 & 11: Indigenous and Cultural Methods of Healing Among People of Color: Implications for Multicultural Counseling and Therapy & Culturally Competent Assessment	Multicultural Interview; Synchronous Class Participation & Current Events Discussion; Asynchronous Class Participation/4.3.2.1
Week 7: 10/10/2022	Sue Chapter 12 & 13: Multicultural Counseling Contexts: African Americans & Multicultural Counseling Contexts: American Indians/Native Americans/Alaskan Natives	Synchronous Class Participation & Current Events Discussion; Asynchronous Class Participation/4.3.2.1

10/17/2022	Fall Break	
Week 8: 10/24/2022	Sue Chapters 14 & 15: Multicultural Counseling Contexts: Asian Americans and Pacific Islanders & Multicultural Counseling Contexts: Latinex Communities	Synchronous Class Participation & Current Events Discussion; Asynchronous Class Participation/4.3.2.1
Week 9: 10/31/2022	Sue Chapters 16 & 17: Multicultural Counseling Contexts: Multiracial Americans & Multicultural Counseling Contexts: Arab Americans	Multicultural Experience; Synchronous Class Participation & Current Events Discussion
Week 10: 11/07/2022	Sue Chapter 18 & 19: Multicultural Counseling Contexts: Marginalized Religious Communities & Multicultural Counseling Contexts: Immigrants and Refugees	Synchronous Class Participation & Current Events Discussion; Asynchronous Class Participation/4.3.2.1
Week 11: 11/14/2022	Chapter 20 & 21: Multicultural Counseling Contexts: LGBTQ Communities & Multicultural Counseling Contexts: Older Adults	Synchronous Class Participation & Current Events Discussion; Asynchronous Class Participation/4.3.2.1
Week 12: 11/21/2022	Thanksgiving Holiday – (optional Asynchronous) Chapters 22 & 23: Multicultural Counseling Contexts: Women & Multicultural Counseling Contexts: Individuals Living in Poverty	

Week 13: 11/28/2022	Chapter 24: Multicultural Counseling Contexts: Individuals with Disabilities	Synchronous Class Participation & Current Events Discussion; Asynchronous Class Participation/4.3.2.1
Week 14: 12/05/2022	Wrap Up	Cultural Autobiography

VIII. **Bibliography**

A. Print Resources

- American Counseling Association. (2014). 2015 Code of Ethics. Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- Barr, R., & Parrett, W. (2001). *Hope fulfilled for at-risk and violent youth: K-12 programs that work*. Needham Heights, MA: Allyn and Bacon.
- Cochran, J. L., & Cochran, N. H. (2006). *The heart of counseling: A guide to developing therapeutic relationships*. Belmont, CA: Thomson Brooks/Cole.
- Pope, K., & Vazquez, M.J.T. (2007). *Ethics in psychotherapy and counseling: A practical guide*. Hoboken, NJ: Jossey-Bass.
- Sue, D.W., & Sue, D. (2007). *Counseling the culturally diverse: Theory and practice*. Hoboken, NJ: Wiley.
- Ungar, M. (2011). *Counseling in challenging contexts*. Belmont CA: Brooks/Cole.
- Uwe, P.G., & Draquans, J.G. (Eds.) (2008). *Principles of multicultural counseling and therapy*. London: Taylor and Francis Winslade.
- Helms, J. E., & Cook, D. A. (1999). *Using race and culture in counseling and psychotherapy: Theory and process*. Boston, MA: Allyn and Bacon.

B. Non-Print Resources

- Counseling and psychotherapy with Native American Indians*. Framingham, MA: Microtraining and Multicultural Development.
- Counseling the multiracial population: Couples, individuals, and families*. Framingham, MA: Microtraining and Multicultural Development.

Culture-centered counseling and interviewing skills. Framingham, MA: Microtraining and Multicultural Development.

Culture diversity in mental health counseling. New York: Insight Media.

Cultural identity vs. acculturation: Implications for theory, research, and practice. New York: Insight Media.

Guidelines for counseling Asian-American clients. Framingham, MA: Microtraining and Multicultural Development.

Understanding prejudice. Princeton, NJ: Films for the Humanities and Sciences.

Understanding the similarities and differences between your culture and other cultures. New York: Insight Media.

White identity theory: Origins and prospect. Framingham, MA: Microtraining and Multicultural Development.

C. Websites

American Counseling Association: <http://www.counseling.org>

American School Counselors Association: www.asca-ins.com/

CACREP: www.cacrep.org

Center for AIDS Intervention Research: <http://www.cair.mcw.edu/index.asp>

Culture-based resource: www.nativeweb.com

Distance career counseling: www.readyminds.com

National Board of Certified Counselors (NBCC): www.nbcc.org

New Jersey Counseling Association: <http://www.njcounseling.org>

New Jersey Department of Education (Certification): <http://www.state.nj.us>

U.S. Department of Health and Office of Minority Health Resource Center: www.omhrc.org

IX. CACREP Standards Assessment Crosswalk

CACREP Standard (Main Content)	Assessment	Student Learning Outcome
The role and process of the professional counselor advocating on behalf of the profession (1d. Professional Counseling Orientation and Ethical Practice)	Synchronous Class Participation & Current Events Discussion, Multicultural Interview	(A) (B) (D) (G) (H)
Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (1e. Professional Counseling Orientation and Ethical Practice)	Synchronous Class Participation & Current Events Discussion, Multicultural Interview	(A) (B) (D) (G) (H)
Professional counseling organizations, including membership benefits, activities, services to members and current issues (1f. Professional Counseling Orientation and Ethical Practice)	Synchronous Class Participation & Current Events Discussion	(B)
Ethical standards of professional counseling organizations for credentialing bodies, and applications of ethical and legal considerations in professional counseling (1i. Professional Counseling Orientation and Ethical Practice)	Synchronous Class Participation and Current Events Discussion; Multicultural Interview	(B) (H)
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (2a. Social and Cultural Diversity)	Multicultural Interview, Multicultural Experience, & Cultural Autobiography	(A) (C) (F)
Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (2b. Social and Cultural Diversity)	Synchronous Class Participation & Current Events Discussion Asynchronous Class Participation/4.3.2.1	(B) (G)
Multicultural counseling competencies (2c. Social and Cultural Diversity)	Synchronous Class Participation &	(B)

	Current Events Discussion; Asynchronous Class Participation/4.3.2.1	
The impact of heritage, attitudes, beliefs, understanding, and acculturative experiences on an individual's views of others (2d. Social and Cultural Diversity)	Multicultural Interview, Multicultural Experience, & Cultural Autobiography; Asynchronous Class Participation/4.3.2.1	(A) (C) (F)

The effects of power and privilege for counselors and clients (2e. Social and Cultural Diversity)	Synchronous Class Participation & Current Events Discussion Multicultural Interview; Asynchronous Class Participation /4.3.2.1	(D) (G) (H)
Help-seeking behaviors of diverse clients (2f. Social and Cultural Diversity)	Synchronous Class Participation & Current Events Discussion; Multicultural Interview; Asynchronous Class Participation /4.3.2.1	(E) (F)
The impact of spiritual beliefs on clients' and counselors' worldviews (2g. Social and Cultural Diversity)	Cultural Autobiography	(C) (F)
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (2h. Social and Cultural Diversity)	Synchronous Class Participation & Current Events Discussion; Multicultural Interview; Asynchronous Class Participation/4.3.2.1	(D) (G) (H)
Systemic and environmental factors that affect human development, functioning, and behavior (3f. Human Growth and Development)	Multicultural Interview & Cultural Autobiography ; Asynchronous Class Participation/4.3.2.1	(A) (C) (D) (E) (F)

Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (3i. Human Growth and Development)	Multicultural Interview & Multicultural Experience; Asynchronous Class Participation /4.3.2.1	(B) (D) (E) (F) (H)
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (4g. Career Development)	Synchronous Class Participation & Current Events Discussion; Multicultural Interview	(G) (H)
Ethical and culturally relevant strategies for addressing career development (4j. Career Development)	Cultural Autobiography	(B) (G) (H)
A systems approach to conceptualizing clients (5b. Counseling and Helping Relationships)	Multicultural Interview & Cultural Autobiography ; Asynchronous Class Participation/4.3.2.1	(C) (E) (F)
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (5d. Counseling and Helping Relationships)	Synchronous Class Participation & Current Events Discussion; Multicultural Interview; Asynchronous Class Participation/4.3.2.1	(A) (B) (D) (E) (F) (G) (H)

Counselor characteristics and behaviors that influence the counseling process (5f. Counseling and Helping Relationships)	Synchronous Class Participation & Current Events Discussion; Multicultural Interview	(B) (D) (H)
Strategies to promote client understanding of and access to a variety of community-based resources (5k. Counseling and Helping Relationships)	Multicultural Interview & Multicultural Experience	(A) (G) (H)
Ethical and culturally relevant strategies for designing and facilitating groups (6g. Group Counseling and Group Work)	Multicultural Interview; Asynchronous Class Participation /4.3.2.1	(A) (E) (H)
Ethical and cultural relevant strategies for selecting, administering, and interpreting assessment and test results (7m. Assessment and Testing)	Asynchronous Class Participation/4.3.2.1	(G) (H)
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (8a. Research and Evaluation)	Synchronous Class Participation & Current Events Discussion	(A) (B) (D) (G)
Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (8j. Research and Evaluation)	Synchronous Class Participation & Current Events Discussion	(A) (G) (H)

CACREP Specialty Standards (Clinical Mental Health Counseling)	Assessment	Student Learning Outcome
2. Contextual Dimensions		
J. Cultural factors relevant to clinical mental health counseling	Synchronous Class Participation & Current Events Discussion, Multicultural Interview, Multicultural Experience, Cultural Autobiography	(A) (B) (C) (D) (E) (F)
K. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	Synchronous Class Participation & Current Events Reading	(B)
L. Legal and ethical considerations specific to clinical mental health counseling	Synchronous Class Participation & Current Events Discussion; Multicultural Interview; Asynchronous Class Participation/4.3.2.1	(B) (D) (H)
3. Practice		
E. Strategies to advocate for persons with mental health issues	Synchronous Class Participation & Current Events Discussion; Multicultural Interview; Asynchronous Class Participation/4.3.2.1	(E) (G)

CACREP Specialty Standards (School Counseling)	Assessment	Student Learning Outcome
2. Contextual Dimensions		
N. Legal and ethical considerations specific to school counseling	Synchronous Class Participation & Current Events Discussion Asynchronous Class Participation/4.3.2.1	(B) (D) (H)
3. Practice		
H. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	Multicultural Interview & Cultural Autobiography;	(A) (C) (E) (F)

	Asynchronous Class Participation/4.3.2.1	
K. Strategies to promote equity in student achievement and college access	Synchronous Class Participation & Current Events Discussion; Asynchronous Class Participation/4.3.2.1	(E) (G)