SERP 545 Psychosocial, Cultural, & Familial Diversity

Semester/Term: Spring 2021
Credit Hours: 3
Meeting Days/Time/Location:

Instructor Information
Instructor:
Office Building & Room Number:
Email:
Office Phone:
Office Hours: M
Preferred Method of Communication:

Course Description
Individual, family, and community diversity are examined in relation to working with community agencies, individual counseling, and small group facilitation. Culture and diversity are fundamental elements of human experience and development. These concepts play an integral role in a counselor’s ability to understand the point of view and experience of the client. Counselors play a role in addressing issues related to social justice, and advocating for individuals who do not have full access to the opportunities in society to fully grow, develop, and pursue their goals and interests.

Course Content
In this course students will learn about latest approaches to multicultural counseling, including racial, ethnical and gender identities development. Further, students will be exposed to various multicultural competencies, including LGBTQ, and disabilities competencies. Students will become aware of their own biases and explore their state of privilege and learn how to transform such into their advocacy work for marginalized populations.

Course Textbooks


Additional readings in D2L

Methods of Instruction
Lectures online (D2L & Zoom)
Discussion online (D2L & Zoom)
Videos (D2L)
Guest Speakers (Zoom)
Presentations (D2L & Zoom)
CACREP Standards 2016
2.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
2.F.2.c. multicultural counseling competencies
2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others
2.F.2.e. the effects of power and privilege for counselors and clients
2.F.2.f. help-seeking behaviors of diverse clients
2.F.2.g. the impact of spiritual beliefs on clients’ and counselors’ worldviews
2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Knowledge & Skills Outcomes - Learning Objectives

1. Students will be able to identify and discuss the different theories and models related to multicultural counseling, cultural identity development, social justice, and advocacy.
2. Students will be able to describe counseling competencies related to working with diverse populations.
3. Students will develop critical thinking skills to enhance their ability to understand and process multicultural issues in clinical and social settings.
4. Students will engage in a process of self-discovery to understand their own cultural development within the context of society.

Key Performance Indicator - KPI

KPI #2
Social and Cultural Diversity: Students will recognize and describe the impact of social, economic, multicultural factors, and social justice advocacy on counseling by effectively demonstrating multicultural competencies in various counseling settings and counseling modalities as described by CACREP’s common core:

Student Performance Evaluation Criteria and Procedure

<table>
<thead>
<tr>
<th>Counseling Skills</th>
<th>CACREP Standards</th>
<th>Assignments</th>
<th>Evaluation Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPI #</td>
<td>2.F.2.a; 2.F.2.c; 2.F.2.d; 2.F.2.e; 2.F.2.g; 2.F.2.h</td>
<td>Self-Reflection Final Self-Reflection Panel Discussions Hate Speech Project</td>
<td>Minimum of 80% or better</td>
</tr>
</tbody>
</table>

Course Requirements
Listed is the key assignment for this course. While the assignment CAN NOT be removed or modified, you may add any additional assignments you see fit.
SERP 545 Psychosocial, Cultural & Familial Diversity: Counseling Program - DPS

Key Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Relevant CACREP Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural Interview Analysis Paper</td>
<td>2.F.2.a; 2.F.2.c; 2.F.2.d; 2.F.2.e; 2.F.2.g; 2.F.2.h</td>
</tr>
</tbody>
</table>

Additional Course Assignments

1. **Presentation: Racial, Ethic & Cultural Identity Development-100 points (20 %)** – Starting in Week 3, students will choose one identity development model and present on it in class (zoom class). This is a group project 3-4 students. Details on D2L.

2. **Self-Reflection Journal – 100 points (10%)** – Students will reflect on their culture and intersectionality. Details on D2L Due 3/2/21

3. **Multicultural Interview Analysis Paper – 100 points (20%)** – Each student will write a self-reflection paper for the end of semester. An assignment description will provide details. Due 4/20/21

4. **Case Study – How to Deal with Hate Speech – 24 points (10%)** – Each student will work with members of a small group to produce a document that discusses the issues involved in hate speech, with a suggested plan for addressing this issue.

5. **Participation and D2L activities (20%). Discussion (10 points), Reflections (10 points) & Summaries (10 points)**: Students attendance during the zoom class and participation during the week with no zoom class is necessary. Students will be expected to share and submit their activities (written) via D2L during the weeks with no zoom classes scheduled. Such activities will be always posted on D2l in assignment section for that given week. They will be various summaries, reflections, & discussions.

6. **Final Exam-100 points (20%)** – a combination of multiple choice, true false and short answers via EXAMITY.

Course Grading

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>E</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

Because no +/- are earned, grades will not be rounded. For example, 89.5% is a B.

University Policies

Please go to the following link to become familiar with University of Arizona policies pertaining to ongoing courses: [https://academicaffairs.arizona.edu/syllabus-policies](https://academicaffairs.arizona.edu/syllabus-policies)

The link covers policies in the areas of:

- Class Attendance
- Participation
SERP 545 Psychosocial, Cultural & Familial Diversity: Counseling Program - DPS

- Administrative Drops
- Absences
- Threatening Behavior
- Accessibility and Accommodations
- Code of Academic Integrity
- Nondiscrimination and Anti-Harassment
- Subject to Change Notice

**Subject to Change Notice**
Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor of this course.

**Tentative Course Schedule**
Topics and schedule subject to change with appropriate notice.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Content</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| Week 1 1/19/21 | Multicultural Counseling and Therapy  
Racial, Ethnic, Cultural Identity Attitudes in People of Color | Chapter 2  
Chapter 11 | Zoom Class  
FRAME activity in class & RFRAME reflection on D2L |
| Week 2 1/26/21 | The Political & Social Justice Implications of Counseling & Psychotherapy  
White Racial Identity Development | Chapter 4  
Chapter 12 | D2L Activity:  
ADDRESSING MODEL & The Giraffe and Elephant Reflection |
| Week 3 2/2/21 | The Impact of Systemic Oppression within the Counseling Process: Client worldviews & Counselor Credibility  
Counseling African Americans | Chapter 5  
Chapter 14 | Zoom Class  
Values Identification |
| Week 4 2/9/21 | Obstacles to Developing Multicultural Competence & Cultural Humility Microaggressions in Counseling & Psychotherapy | Chapter 1 & 6 | D2L Activity:  
Implicit bias test |
<p>| Week 5 2/16/21 | Multicultural Counseling Competence for Counselors of Marginalized Groups | Chapter 3     | Zoom Class                                         |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6</td>
<td>2/23/21</td>
<td>Multicultural Barriers and the Helping Professional: The Individual Interplay of Cultural Perspectives</td>
</tr>
<tr>
<td>Week 7</td>
<td>3/2/21</td>
<td>Communication Style and Its Impact on Counseling</td>
</tr>
<tr>
<td>Week 8</td>
<td>3/9/21</td>
<td>University READING DAY</td>
</tr>
<tr>
<td>Week 9</td>
<td>3/16/21</td>
<td>SELF-CARE WEEK</td>
</tr>
<tr>
<td>Week 10</td>
<td>3/23/21</td>
<td>Multicultural Evidenced-Based Practice</td>
</tr>
<tr>
<td>Week 11</td>
<td>3/30/21</td>
<td>Non-Western Indigenous Methods of Healing, Spirituality and Religion</td>
</tr>
<tr>
<td>Week 12</td>
<td>4/6/21</td>
<td>Counseling Arab &amp; Muslim Americans</td>
</tr>
<tr>
<td>Week 13</td>
<td>4/13/21</td>
<td>Acculturation</td>
</tr>
<tr>
<td>Week 14</td>
<td>4/20/21</td>
<td>Counseling Jewish Americans</td>
</tr>
</tbody>
</table>

### Chapters

- **Chapter 7**: Multicultural Barriers and the Helping Professional: The Individual Interplay of Cultural Perspectives
- **Chapter 8**: Communication Style and Its Impact on Counseling
- **Chapter 9**: Multicultural Evidenced-Based Practice
- **Chapter 10**: Non-Western Indigenous Methods of Healing, Spirituality and Religion
- **Chapter 11**: Counseling Arab & Muslim Americans
- **Chapter 12**: Counseling LGBTQ Population
- **Chapter 13**: Culturally Competent Assessment
- **Chapter 14**: Counseling Multiracial Populations
- **Chapter 15**: Counseling American Indians/Native Americans and Alaska Natives
- **Chapter 16**: Counseling Asian Americans & Pacific Islanders
- **Chapter 17**: Counseling Latinx Population
- **Chapter 18**: Counseling Multiracial Populations
- **Chapter 19**: Counseling Arab & Muslim Americans
- **Chapter 20**: Counseling Immigrants & Refugees
- **Chapter 21**: Counseling Jewish Americans
- **Chapter 22**: Counseling Individuals with Disabilities
- **Chapter 23**: Counseling LGBTQ Population

### Activities

- D2L Activity
- Zoom Class
- Journal DUE
- Case Study: Hate Speech
- Multicultural Interview Analysis Paper Due
<table>
<thead>
<tr>
<th>Week 15</th>
<th>Counseling Women</th>
<th>Chapter 26</th>
<th>D2L Activity TBD</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/27/21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>Counseling Older Adults Counseling Individual Living in Poverty</td>
<td>Chapter 24 Chapter 25</td>
<td>Zoom Class FINAL EXAM</td>
</tr>
<tr>
<td>5/4/21</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>