



CED 6015: Diversity, Multicultural Competence, and Social Justice Advocacy for Human Service Professionals

**COURSE INFORMATION**

Section:  
Semester/Year:  
Division: Theoretical & Behavioral Foundations  
Class location:  
Class day/time:  
Credit hours: 3  
Class type:

**FACULTY CONTACT INFORMATION**

Name:  
Office Address:  
Office Hours:  
Telephone:  
E-mail Address:

**TABLE OF CONTENTS**

1. [Accessibility](#)
2. [Course Description](#)
3. [Course Materials](#)
4. [Outcome Alignment](#)
5. [Grading System](#)
6. [Assignments & Exams](#)
7. [Course Schedule](#)
8. [Class Policies](#)
9. [Attendance Policy](#)
10. [Religious Holidays](#)
11. [Student Disability Services](#)
12. [Counseling Resources](#)
13. [Sexual Misconduct \(Title IX\)](#)
14. [Academic Dishonesty](#)
15. [Course Drops & Withdrawals](#)
16. [Student Services](#)
17. [Class Recordings](#)
18. [Online Courses](#)
19. [Technology Access & Support](#)
20. [Privacy and Confidentiality](#)

**Accessibility**

Accessibility provides helpful pathways for using materials and learning opportunities for all WSU students, including international students, students with disabilities, and LGBTQ+ students. Free text to speech software, screen readers, and learning support services may be available.

[Student Disability Services](#) can offer assistance with accessibility software and options. Here are more resources which may also be helpful.

Accessibility: <https://wayne.edu/accessibility>

International Students: <https://oiss.wayne.edu>

Student Disability Services: <https://studentdisability.wayne.edu>

LGBTQ+ Resources: <https://pride.wayne.edu/student-resources>

**Course Description**

Theories and models for conceptualizing and counseling diverse clients including identity development, social justice, and advocacy. Awareness of cultural contexts' impacts on experiences and world views.

Course Goal: Multicultural counseling is a specialty area which commands a large body of theoretical and empirical material. Some of the literature may evoke emotionally charged reactions in students. Having the opportunity to hear from fellow students about how they balance professional literature with personal reactions is an important overall goal. Although most would agree that the acquisition of multicultural knowledge and skills is the desired outcome of multicultural coursework, the literature in multicultural counseling competencies recommends that effecting personal change with regard to racial, cultural and diversity attitudes is an important long-range goal initiated by such a course.

The course is designed to help students gain an understanding of cultural, race and diversity, and its' impact upon mental health, psychopathology and psychotherapy. Students will develop an understanding of the major theoretical perspectives and concepts in social and cultural psychology of diversity. Students will be sensitized to racial, cultural, gender, age and sexual orientation differences between themselves and potential clients

and will learn how to overcome communication, values and worldview differences, which can block effective counseling and psychological interventions. In addition, students will develop an understanding of the impact of culture and

diversity on the social, psychological and environmental development as well as on the types of intervention and treatment services that are effective with diverse populations.

Method(s) of Instruction: This course uses Hybrid, online and in person instruction methods, including experiential activities, lecture, readings, inquiry based learning and cooperative group work

**Course Materials**

Required Textbooks:

Sue & Sue (2016) Counseling the Culturally Diverse: Theory and Practice (8th Ed) Hoboken, New Jersey: John Wiley & Sons, Inc.

Oluo, I. (2018). So you want to talk about race. New York, New York: Seal Press.

**Course Outcome Alignment with Assignments (& Standards)**

Course Learning Outcomes	Course Assignment(s)	Standards (State, National, Accrediting)
1. Demonstrate the acquisition of knowledge in multiculturalism, including characteristics, specific challenges, trends, strengths, and significant historical and current factors within and among diverse groups nationally and internationally	Final Exam Article Critique Group Presentation & Paper	2.F.2.a
2. Evaluate cultural knowledge, self-awareness and awareness of culturally diverse populations through experiential learning.	Attendance/Participation Final Exam	2.F.2.f
3. Integrate a working knowledge of theories, skills and practices (including potential biases in Assessment, diagnosis and treatment) of multicultural counseling, identity development and social justice in areas of specialization (i.e. clinical mental health, school counseling, etc).	Interview Paper Final Exam	2.F.2.b CMHC 5.C.2.j CMHC 5.C.3.e
4. Practice multicultural competences regarding knowledge, skills, and strategies for working with and advocating for, diverse populations (individual, couple, family, group and community).	Final Exam Interview Paper Group Presentation & Paper	2.F.1e 2.F.2c
5. Examine the nature of biases, prejudices, and processes of intentional and unintentional oppression barriers (institutional and social) as well as discrimination, and learn the counselor’s role (including cultural self-awareness, social justice, advocacy and conflict resolution) in elimination of such behaviors that affect the	Final Exam Reflection Paper	2.F.2.d 2.F.2.e 2.F.2.g 2.F.2.h

growth, equality, access and success of clients and client systems.		
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**Grading System**

**Graduate Grading Scale**

A	93-100%
A-	90-92%
B+	88-89%
B	84-87%
B-	80-83%
C+	78-79%
C	74-77%
F	<74%

Assignment/Exam	Points
Attendance/Participation	20
Article Critique	20
Reflection Paper	20
Interview Paper	20
Group Presentation & Paper	20
Final Exam	50
<b>Total Possible Points</b>	<b>150</b>

Grading polices for tests, assignments, and attendance:

1. All formal papers are to be typed.
2. Use APA format for all formal papers
3. Spelling and grammar are important. All papers should reflect graduate level content and preparation.
4. Attendance at all scheduled classes is mandatory. Given the nature and pace of this course, your ability to perform adequately in the course will be highly correlated with attendance. It is the responsibility of the student to obtain materials and information regarding classes that were not attended.

**Course Assignments and Exams**

**Article Critique**

Each student will be responsible for a critique of one (1) research article, which focuses on cultural and/or diversity issues in counseling. Students will select an empirical article (one that uses original data from a population, is peer reviewed, scholarly and has been published within the last ten years in your area of interest. The article critique should be approximately 3 pages in length, excluding title page, abstract, references. Article must be typed in the style presented by the American Psychological Association (APA), 6<sup>th</sup> edition publication. Outline for the article is listed below.

- a. Introduction (including demographic information)
- b. Summary of the study
- c. Relevance of the study to the problem or research question
- d. Applicability of the researcher’s findings to providing interventions with racial, cultural and diversity clients.
- e. Implications for counseling, psychology, etc.

- f. Does the research make a contribution to the field of counseling?
- g. Conclusion

### **Reflection Paper**

Reflect on how this class has influenced your perspective of cultural and diversity. Paper should be approximately 3-4 pages in length excluding title page, abstract and references. Please include examples of instances that affected a change in your perspective or an awakening. Examples of the areas to include:

1. Changes in how you view your role as a Counselor and the type of Counselor you would like to be.  
Changes in theoretical approach to counseling.
2. Describe how this class has impacted your view of current cultural events.
3. Describe specific cultural issues that have influenced you personally and professionally
4. Describe how this class has impacted your interactions on a personal or professional level.

### **Interview Paper**

Each student will conduct an interview with someone who they believe to be culturally different from them and they will conduct a personal cultural assessment on themselves. A summary of the interview and the personal assessment will be detailed in a 3-4 page paper excluding title page, abstract, and references.

#### 1. Interview of individual

- a. Cultural group(s) interviewee identifies with, which identities they believe to be more salient in society and why
- b. Individual experiences of discrimination and/or racism including: what the experience was like, how it made them feel and how it may have influenced future interactions (If have never experienced it, have they witnessed it?)
- c. Stereotypes they believe society as a whole has imposed upon individuals of their culture and their feelings and thoughts toward these stereotypes. How they believe stereotypes have influenced where they are not and how they believe it will impact their future.
- d. Historical experiences of the group the individual believes has had the most impact on them as an individual
- e. important information they would want others to know about individuals from their culture
- f. Cultural strengths that the individual can identify
- g. Ways that they differ from others who share their characteristics. How they feel when they do things or think differently than others from their culture. How they believe they are viewed or treated when they act differently.

#### 1. Personal Cultural Assessment (Using the same interview questions) 10 points

#### 2. Given the information delineated by the interviewee what steps can you as the counselor take to advocate for the client (client systems) and/or this population on an individual, professional, organizational and societal level

#### 3. Implications for Counseling (for interviewee)

- a. Theory-based strategies to be considered
- b. Issues related to culturally appropriate diagnosis and assessment
- c. Public policies that affect access to mental health services

### **Class Presentation**

Students, in groups of 3-4 members will work collaboratively and prepare a presentation on a distinct population not covered in class. Each group will be required to visit a community organization that works with or provides services to the population of choice. Upon completion, each group will submit a 3-page paper on providing appropriate counseling and intervention services to the population of choice. Each paper should provide a program evaluation addressing the following

1. Cultural Considerations
  - a. What are some of the traditional cultural values/world views of group members?
  - b. What are the historical experiences of the group members?
  - c. What are the unique issues to consider in dealing with mental health, psychopathology, and psychotherapy?
  
2. Potential Barriers
  - a. What are the potential barriers to assisting clients and client systems who identify with this population?
  - b. How can these barriers be overcome?
  - c. Are traditional theories, models and assessment applicable?
  
3. Professional Disposition
  - a. Issues related to the development of the therapeutic relationship?
  - b. Specific ethical issues to be considered (e.g. awareness of own biases)?
  - c. What strategies or interventions must be done to enhance the counseling process with this client population (e.g. specific techniques, use of various theories and approaches)?
  - d. What traditional/cultural indigenous sources of strength, help giving and support can be utilized?

Handouts from the site are welcome. Presentations should be no more than 15 minutes.

### Tentative Course Schedule

Week/ Module	Topic(s)	Reading(s) Due	Assignment(s) Due
1	<b>Course Introduction</b> <b>Journey to Cultural Competence</b> <b>Multicultural Counseling</b> <b>Multicultural Counseling Competence</b> <b>Political &amp; Social Justice Implications</b>	<b>Syllabus</b> <b>Ch. 1</b> <b>Ch. 2</b> <b>Ch. 3</b> <b>Ch. 4</b>	<b>Bold font indicates class meetings</b>
2	<i>MLK Day</i>		
3			Do Interviews
4	<b>Systemic Oppression</b> <b>Micro-aggressions</b> <b>Barriers</b> <b>Communication Styles</b>	<b>Ch. 5</b> <b>Ch 6</b> <b>Ch. 7</b> <b>Ch. 8</b>	
5	Evidence Based Practice Indigenous Healing	Ch. 9 Ch. 10	
6	<b>Racial/Cultural Identity Development</b> <b>White Racial Identity Development</b>	<b>Ch.11</b> <b>Ch 12</b> <b>Ch 13</b>	

	<b>Culturally Competent Assessment</b>		
7			Article Critique Due
8	<b>Counseling African Americans Counseling Native Americans Counseling Asian Americans &amp; Pacific Islanders Counseling Latinas/os</b>	<b>Ch 14 Ch 15 Ch 16 Ch 17</b>	
9			Interview Paper Due
10	Spring Break		
11	<b>Counseling Multiracial Individuals Counseling Arab Americans &amp; Muslim Americans Counseling Immigrants &amp; Refugees Counseling Jewish Americans</b>	<b>Ch 18 Ch. 19 Ch. 20 Ch. 21</b>	
12			Reflection Paper Due
13	<b>Counseling Individuals with Disabilities Counseling LBGTQ Individuals Counseling Older Adults Counseling Individuals Living in Poverty Counseling Women</b>	<b>Ch. 22 Ch. 23 Ch. 24 Ch. 25 Ch. 26</b>	
14			Group Paper Due
15	<b>Group Presentations in Class</b>		<b>Final Exam</b>

### **Class Policies**

#### Expectations for Students

•Section subject to change based on student feedback. Updated section will be posted in Announcement in Canvas  
This class is committed to building a learning environment in which students and instructor are open to feedback, manage time effectively, build trust with each other, follow through on commitments, include everyone, ensure access to learning and opportunities, share tools for success, collaborate, and tolerate ambiguity. The following are expectations for students that must be adhered in order to successfully complete this course.

1. Know and adhere to the 2014 American Counseling Association Code of Ethics, applicable university, college of education, and program policies, and all applicable laws.
2. Challenge your personal values, biases, and assumptions while maintaining an openness and curiosity toward the perspectives, values, and beliefs of others.
3. Demonstrate consistently high levels of awareness of self and awareness of others. This includes awareness regarding the ways in which your personal values, biases, beliefs, sources of knowledge, and behaviors could impact counseling clients.
4. Promote social justice, honor and embrace diversity and multiculturalism, and demonstrate respect for and awareness of the worth of others.
5. Prepare for, participate, and be on time for all learning activities and discussions. Carefully read Syllabus and all information posted in Canvas. While I welcome any questions and concerns, please read all the available instructions first.
6. Student writing is expected to be at the graduate level. For the purposes of this course, all assignments are expected to display complexity, depth, and knowledge synthesis, while formal APA style assignments must also be exemplary stylistically, grammatically, and mechanically. Students are encouraged to use the internet to learn about grammar and writing. The instructor reserves the right to submit student papers for inclusion in plagiarism databases, such as SafeAssign.

7. Check your university email and Canvas accounts regularly, as these will be the primary means for out-of-class communication between students and the instructor. NOTE: for FERPA reasons, I communicate with students using their assigned university email accounts. When emailing the course instructor and other students, please begin and conclude your message with salutations and professional language. Proofread all emails or online postings before sending them.
8. Build your identity as an independent learner by challenging yourself to access supplemental research and materials. Students are encouraged to persist in becoming comfortable with using research and reliable information when making decisions or exploring answers to questions.
9. Students must be able to regularly use a computer with internet access, webcam, microphone and speakers. Students will need to be familiar with Canvas and video recording software. For Canvas support see: <https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents>
10. Respect the confidentiality of your classmates, and strive to create a safe, respectful learning environment. This expectation does not apply to allegations of misconduct. For example, confidentiality may be breached as necessary for mandated reporting, discrimination complaints, Title IX complaints, and other, similar circumstances. Note that confidentiality cannot be guaranteed in group settings.
11. Represent yourself as a student of Wayne State's Counselor Education Department with professionalism in the community.
12. Follow the guidelines outlined in the document: Expectations for Online Engagement. Note this course is a fully online course and we have no scheduled course meetings. I am still available to you as an instructor and student engagement is important to me. You may communicate with me through the Canvas discussion boards, by WSU email, and/or online office hours. I check these regularly throughout the work week (M-F) and you can expect a reply within 2 business days at the latest.

### **Late Assignments**

As assignments will be turned in via Canvas, late assignments will NOT be accepted. Please do not wait until the last minute to submit assignments and exams. Assignments that are not received via Canvas prior to the deadline will not be graded. There is an extra credit assignment available if you have to miss an assignment. All assignments are due by 11:59 pm on the due date.

### **Religious Holidays**

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

### **Student Disabilities Services**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. However, during the fall 2020 semester SDS will only be delivering services remotely. The SDS telephone number is 313-577-1851 (main number) or 313-202- 4216 for videophone use. Please continue to use these numbers as SDS is still receiving calls. Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. You can learn more about the disability office at [www.studentdisability.wayne.edu](http://www.studentdisability.wayne.edu)

To register with Student Disability Services, complete the online registration form at: [https://wayne-accommodate.symplicity.com/public\\_accommodation](https://wayne-accommodate.symplicity.com/public_accommodation)

## **Counseling and Psychological Services (CAPS)**

It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services ([caps.wayne.edu](http://caps.wayne.edu); 313 577-3398). Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (<https://education.wayne.edu/counseling-clinic>). *Services at all three clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do – for yourself, and for those you care about.* Also, know that the WSU Police Department (313 577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.

## **Sexual Misconduct and Title IX**

### **Sexual Misconduct and Mandatory Reporting**

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Please be advised: Most faculty and staff are considered “**Responsible Employees**” and are **required to report** information they receive about incidents of sexual misconduct (including sexual assault, intimate partner violence, sexual harassment, and stalking) to appropriate authorities when it involves WSU students, faculty, or staff.

Free, confidential, and anonymous support is available 24 hours a day, seven days a week to survivors, their friends, and their family through the [Rape, Abuse & Incest National Network \(RAINN\)](#). Call [1-800- 656-4673](tel:1-800-656-4673) or [Chat](#) online with a professional support specialist.

Please visit [TitleX.wayne.edu](http://TitleX.wayne.edu) to learn more about resources and support on campus and in the local community.

#### Options for Reporting Sexual Misconduct

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

##### *Reporting to the University*

[The Title IX Office](#) is available to consult with individuals impacted by sexual violence or discrimination regarding resource referrals, supportive and protective measures, and reporting and resolution options. Where WSU has jurisdiction, the affected party may request an administrative investigation by the University.

Phone: 313-577-9999

Email: [TitleIX@wayne.edu](mailto:TitleIX@wayne.edu)

##### *Reporting to Law Enforcement*

[The Wayne State University Police Department](#) is available 24/7 to assist individuals reporting criminal activity or concerns on or near campus. Report off-campus incidents to the appropriate police jurisdiction. In the event of an emergency or imminent threat, reporting to the police is highly encouraged.

Phone: 313-577-2222



Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination. If you or someone you know has been impacted by sexual violence or discrimination, please visit [TitleX.wayne.edu](http://TitleX.wayne.edu) to learn more about resources and support on campus and in the local community.

### **Academic Dishonesty – Plagiarism and Cheating**

Academic misconduct is any activity that tends to compromise the academic integrity of the institution or undermine the education process. Examples of academic misconduct include:

- Plagiarism: To take and use another's words or ideas as your own without appropriate referencing or citation.
  - College of Education policy on plagiarism: The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.
- Cheating: Intentionally using or attempting to use or intentionally providing unauthorized materials, information or assistance in any academic exercise. This includes copying from another student's test paper, allowing another student to copy from your test, using unauthorized material during an exam and submitting a term paper for a current class that has been submitted in a past class without appropriate permission.
- Fabrication: Intentional or unauthorized falsification or invention of any information or citation, such as knowingly attributing citations to the wrong source or listing a fake reference in the paper or bibliography. Other: Selling, buying or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another's work, threatening or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Wayne State University. <https://doso.wayne.edu/conduct/academic-misconduct>

### **Course Drops and Withdrawals**

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academica. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the tenth week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: [http://reg.wayne.edu/Withdrawing\\_From\\_a\\_Course.php](http://reg.wayne.edu/Withdrawing_From_a_Course.php)

### **Student Services**

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit [www.success.wayne.edu](http://www.success.wayne.edu) for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
- The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit <http://clasweb.clas.wayne.edu/writing> to obtain information on tutors, appointments, and the type of help they can provide.

- Library research assistance: Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at <http://library.wayne.edu/consult>

### **Class Recordings (Face to Face Instruction)**

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as posting to the internet or sharing with others. Students registered with Student Disabilities Service (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

### **Technology Access and Support**

Because this is a WEB course, all or part of your instruction will require reliable hardware including a desktop or laptop computer with reliable internet access, camera, microphone, and speakers, as well as appropriate software including a web browser, Microsoft Office ([available at no charge to students](#)), and the Canvas app (also free to students). For assistance with Canvas, see [C&IT's Student Intro to Canvas Course](#) and [Comprehensive Student Guide](#). For assistance with any of these technology issues, contact [C&IT Helpdesk](#) M-F from 7:30 am to 8 pm at 313-577-4357 or [helpdesk@wayne.edu](mailto:helpdesk@wayne.edu).

Students who lack adequate hardware or reliable internet access should email [doso@wayne.edu](mailto:doso@wayne.edu) or call 313-577-1010 for assistance. Students on campus also have access to equipment through University Libraries. See [Equipment Checkout Policy and Procedures](#). The University Libraries also have [computer labs](#) in several campus locations.

### **Support for Online Learning**

"[The Effective Online Learner](#)" is a self-paced Canvas course to bolster the skills needed for remote and online learning. [WSU's Learn Anywhere](#) webpage provides resources and tips for taking online courses. [WSU's Academic Success Center](#) offers resources for improving study skills, building study groups, and similar activities. The [Study Skills Academy](#) offers [free study skills counseling](#) and other services.

### **Privacy and Confidentiality Rules**

I agree that I will adhere to the following rules in connection with my participation in [identify professor, course, and semester]:

- I will not record the audio or video of any online class session.
- I will not take a screenshot of any screen displayed as part of any online class session.
- I will not share any audio, video, or still image from an online class session with anyone who is not a student enrolled in the class.
- I will not share any material from quizzes [add other relevant materials here] with anyone who is not a student enrolled in the class.
- I will not share any recording of a class session made by the professor with any other person.

Signed: \_\_\_\_\_