**The College of Education's Conceptual Framework**

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

**The Counseling Program Mission**

To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

|  |  |
| --- | --- |
| **COURSE INFORMATION**  COUN 5130, Multicultural and Social Justice Counseling, Section 1 4 Credits  Building: Teilhard De Chardin Hall, 145 (Zoom until January 30th)  Mondays: 4-7:40 pm | **INSTRUCTOR**  Office Hours:  Phone:  Email:  *Emails will be answered within 48 hours business hours. I do not respond to emails on the weekends. I encourage you to do the same for self-care.* |

**REQUIRED TEXTS AND/OR READINGs**

Sue, D.W., Sue, D., Neville, H.A., Smith, L. (2019). *Counseling the Culturally Diverse: Theory*

*and Practice.* New York. John Wiley and Sons.

ISBN: 978-1-119-44824-2

Required Articles: (Available through Lemieux library database and via Canvas)

Al'Uqdah, S. N., Hamit, S., & Scott, S. (2019). African American Muslims: Intersectionality and

Cultural Competence. Counseling and Values, 64(2), 130-147.

Bartholomew, T. T., Gundel, B. E., Kang, E., Joy, E. E., Maldonado-Aguiñiga, S., Robbins, K.

A., & Li, H. (2021). Integrating cultural beliefs about illness in counseling with refugees: a phenomenological study. Journal of Cross-Cultural Psychology, 52(8-9), 705-725.

Berke, D. S., Maples-Keller, J. L., & Richards, P. (2016). LGBTQ perceptions of psychotherapy:

A consensual qualitative analysis. Professional Psychology: Research and Practice, 47(6), 373.

Emir Öksüz, E., & Brubaker, M. D. (2020). Deconstructing disability training in counseling: a

critical examination and call to the profession. Journal of Counselor Leadership and Advocacy, 7(2), 163-175.

Ratts, M. J., Singh, A. A., Nassar-McMillan, S. C., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 28-48. doi:10.1002/jmcd.12035

Ratts, M. J. (2017). Charting the center and the margins: Addressing identity, marginalization, and privilege in counseling. Journal of Mental Health Counseling, 39(2), 87-103.

Recommended Books

Alvarez, A. N., Liang, C. T., & Neville, H. A. (2016). *The cost of racism for people of color contextualizing experiences of discrimination*. Washington, DC: American Psychological Association.

Brown, L. (2008). *Cultural competence in trauma therapy: Beyond the flashback.* (Washington, DC: American Psychological Association.

Hays, D. and Erford, B. (2018). *Developing multicultural counseling competence: A systems approach*. (3rd ed.). New York, NY: Pearson.

Helms, J. E. (2020). A Race is a Nice Thing to Have (3rd ed.). San Diego: Cognella

Lee, C. (2019). *Multicultural issues in counseling: New approaches to diversity.* (5th ed.). Alexandria, VA: American Counseling Association.

Ratts, M. J., & Pedersen, P. B. (2014). *Counseling for multiculturalism and social justice: Theory, integration, and application* (4th ed.). Alexandria, VA: American Counseling Association.

Sue, D.W., Gallardo, M., & Neville, H. (2014). *Case studies in multicultural counseling and therapy.* Hoboken, NJ: John Wiley & Sons

**Content areas**

**COURSE DESCRIPTION**

Graduate Bulletin Description

Explores theoretical foundations of diversity counseling. Specific attention will be given to the impact ethnicity and culture, intellectual ability, physical disability, gender, age, socioeconomic status, sexual orientation, and religion have on the counseling process. In addition, competencies needed to meet the diverse needs of individuals struggling with substance use and barriers to effective addiction treatment will be explored.

Course Purpose(s)/Goal(s) (**Required**)

Course Rationale (**Required**):

1. CACREP Standards

Section II: Professional Counseling Identity

E. Current counseling-related research in the curriculum.

1. SOCIAL AND CULTURAL DIVERSITY
2. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
3. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
4. multicultural counseling competencies
5. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others
6. the effects of power and privilege for counselors and clients
7. help-seeking behaviors of diverse clients
8. the impact of spiritual beliefs on clients’ and counselors’ worldviews
9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
10. HUMAN GROWTH AND DEVELOPMENT
11. systemic and environmental factors that affect human development, functioning, and behavior
12. COUNSELING AND HELPING RELATIONSHIPS
13. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
14. Washington Administrative Code WAC 246-811-030

Chemical Dependency Professional

* 2(e) Cultural diversity including people with disabilities and its implication for treatment.

**COURSE OBJECTIVES** (**Required**) (explicitly related to Course Purposes/Goals)

* *Students will explore the relevance of multicultural and social justice issues impacting culturally diverse individuals.*
* Students will be knowledgeable of current multicultural and social justice counseling research.
* Students will become familiar with theories and models of multicultural and social justice counseling, including identity development models and social justice advocacy.
* Students will become familiar with the multicultural and social justice counseling competencies.
* Students will explore their heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others.
* Students will understand the effects of power and privilege for counselors and clients
* Students will become familiar with help-seeking behaviors of diverse clients.
* Students will examine the impact of spiritual beliefs on clients’ and counselors’ worldviews.
* Students will develop strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
* Students will become familiar with systemic and environmental factors that affect human development, functioning, and behavior
* Students will learn about ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

**COURSE INSTRUCTIONAL METHODS**

Including a listing of the variety of instructional methods/strategies/techniques to be used in the course: e.g., role playing, small group projects, video tapes, brainstorming, focus groups, and student presentations.

**STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

**COURSE REQUIREMENTS**

1. Assignments and Activities

| **Assignment** | **CACREP Standard** | **Points Possible** |
| --- | --- | --- |
| **Video Interview and Reflection Assignment:** This assignment involves viewing a video interview with a refugee and reflecting on the experience using the cultural auditing process **(See details below and on Canvas under Assignments)** | 2a, 2d, 2f, 2h, | 30 |
| **Reading Insights (6 total):** Read assigned material for each class. Pick one article or chapter from the selected weekly readings and note key information, frameworks, ideas, concepts, theories, quotes, etc. Prepare a one-page typed summary/reflection sheet to use as ***talking points*** in class activities. . **(See details below and on Canvas under Assignments)** | 2a, 2b, | 60 (10 pts. each) |
| **Cultural Immersion & Interview:** The purpose of this assignment is to learn more about another person’s experiences within her/his culture and the influence of oppression through a cultural immersion experience and interview. This is a three-part assignment. **(See details below and on Canvas under Assignments)** | 2a, 2d, 2e, 2f, 2h | 100 |
| **Project Implicit Self Assessments**: Visit Project Implicit on Harvard’s website: (https://implicit.harvard.edu/implicit/demo/selectatest.html). Take self-assessments for four of the following: race, religion, gender, age, sexuality, and disability. | 2c | 10 points |
| **Cultural Autobiography**: The primary objective of this writing assignment is to challenge you to reflect on events and life experiences that have shaped your cultural being. A cultural autobiography is a reflective, self-analytic portrayal of your past and present. | 2a, 2d, 2e | 60 |
| **Attendance and Participation:** Students are expected to attend all classes, have assignments completed on time, participate in in-class assignments, and be a regular, appropriate, and knowledgeable participant in class discussions. Complete all readings assigned before class. 5 points per class X 8 classes= **40 possible points** | 2a-h, 3f, 5d | 40 |
|  |  | Total Points: 300 |

**Course Expectations & Policies**

**Academic Integrity Violation Policy:** <https://www.seattleu.edu/redhawk-service-center/academic-policies/>

**Grading Policy:**

Grades will be available on the course Canvas site. Assignments will be returned to students typically within two weeks. Students will receive feedback with the expectation they will make the necessary adjustments. A grade of B or better is required to pass a course. Students who earn less than a B will be required repeat the course.

Failure to turn in an assignment will result in failure of the course. Any demonstration of lack of responsibility or disrespect towards the course instructor for the above will be reflected in assessment of the student’s professional dispositions.

B. Grading Scale:

94-100 % A 80-83 B- 67-69 D+

90-93 A- 77-79 C+ 64-66 D

87-89 B+ 74-76 C 60-63 D-

84-86 B 70-73 C- 0-59 F

C. Course Expectations:

*Diversity Statement*: This course is taught in a manner that provides a safe, welcoming and inclusive environment for students of all racial, ethnic, gender identities and variances, sexual orientations, economic classes, ages, ability statuses, and religions. Students are encouraged to use language and communication that is respectful and culturally appropriate. This does not mean that you will feel comfortable in class. Discomfort can provide rich insight, which in turn, can lead to growth.

*Readings:* All assigned readings are to be completed prior to the beginning of class.

At minimum, any violation of the SU Academic Integrity Policy will result in a failure on the relevant assignment and a failure in the course. Lack of intent or ignorance is not excused. There are no exceptions to this policy. All students are expected to have read the SU Academic Integrity Violation Policy and I strongly encourage all students to review the SU Academic Integrity Violation Policy as they are expected to know and understand it.

**Assignment Deadlines and Extensions Policy:**

Any late work will receive automatic point deductions. If an assignment is 24-47 hours late there will be an automatic 50%-point deduction regardless of circumstances. If an assignment is more than 48 hours late no points will be given.

An agreement to receive an Incomplete (I) grade may be negotiated if a student’s circumstances do not allow them to finish the course work on time. Please review the Incomplete Grades Policy: <https://www.seattleu.edu/redhawk-service-center/academic-policies/>

**Assignment Submission Policy:**

There are no resubmissions or reworking of any assignments in this course. All submitted work is FINAL and should reflect the student’s best effort. This is a strictly observed policy and not open to appeal.

**Attendance Policy:**

Due to the experiential nature of counseling courses attendance is required for all classes. In clinical courses, attendance is critical because students depend on each other for observation, feedback, and consultation. In non-clinical courses, classroom activities and instruction necessarily contribute to the learning objectives of the respective courses. Attendance means arriving for class on time, staying for the duration of the class, and remaining focused on the class during each class session.

**Canvas Expectations:**

Students are responsible for accessing Canvas on a regular schedule. Students should not just rely on Canvas Modules for assignments are also responsible for consistently reviewing the course syllabus as well as the Canvas weekly files.

**Communication Expectations:**

I check my email regularly. Students may email at any time but will not receive a response outside regular business hours. Generally, emails received will receive a response within 48 hours on business days. Business days are Monday–Thursday, except for holidays.

University related communications must be through Seattle University email.

I use both Outlook and Canvas email to communicate with students in addition to Canvas announcements.

**Computer Literacy Expectations:**

All students are expected to be competent with technology. This includes proficiency with using Microsoft Office (e.g., Word, PowerPoint, and Excel), email, CANVAS and the internet. Contact the Office of Information Services (OIT) Help Desk at (206) 296-5571, e-mail helpdesk@seattleu.edu or visit http://www.seattleu.edu/its/ for new student information and assistance with SU technology.

**Counseling Assessment System Policy:**

Student progress is determined by their ability to meet Academic Standards (i.e., knowledge and skills) and demonstrate Professional Dispositions (i.e., conduct) expected of beginning counselors. The Counseling Assessment System (CAS) is used to evaluate student’s ability to meet these knowledge, skills, and dispositions.

**Device Usage Policy:**

To demonstrate respect for classmates, the instructor, and the learning environment, devices are expected to be silenced during class and activity time. No extracurricular device usage, including texting, is acceptable during class time. Using your devices for other tasks (Facebook, email, etc.) during class is disrespectful to classmates and to the professor and is unprofessional behavior. Please use devices only for appropriate class-related tasks.

**Grading Policy:**

Grades will be available on the course Canvas site. Assignments will be returned to students typically within two weeks. Students will receive feedback with the expectation they will make the necessary adjustments. A grade of B or better is required to pass a course. Students who earn less than a B will be required repeat the course.

Failure to turn in an assignment will result in failure of the course. Any demonstration of lack of responsibility or disrespect towards the course instructor for the above will be reflected in assessment of the student’s professional dispositions.

**Any late work will receive automatic point deductions. If an assignment is 24-47 hours post-deadline there will be an automatic 50%-point deduction regardless of circumstances. If an assignment is more than 48 hours late no points will be given.**

**Grading Scale:**

94-100 % A 80-83 B- 67-69 D+

90-93 A- 77-79 C+ 64-66 D

87-89 B+ 74-76 C 60-63 D-

84-86 B 70-73 C- 0-59 F

**Graduate Writing Expectations:**

All written assignments that do not follow APA writing guidelines will be considered below graduate level work and place the student in jeopardy of not receiving credit for the assignment and for the course. All written work should be edited and proofed before submission and reflect graduate competency in both technical and grammatical arenas.

**Missed Class Policy:**

If a student expects to miss class or to be late to class, please e-mail the course instructor beforehand (or as soon as possible). If available, please review the class slides, and/or obtain notes from a peer. Students are responsible for any course information even when a class is missed. Attendance points will be deducted for being late to class and for missing class. **Students are not able to recover lost attendance points. Students who miss two classes will fail the course and be required to repeat it.** **Repeating a course may delay a student’s program of study.**

**Participation Expectations:**

Participation includes engaging with all assigned readings and videos, discussing, integrating ideas & information. Students are expected to be present in every class & be prepared to discuss all materials assigned. Students are expected to demonstrate graduate level analytical thinking as well as self-reflection and self-critique.

**Personal Disclosure Policy:**

Student self-disclosure of a personal nature may be requested in some courses. Seattle University faculty members abide by the ethical codes of the American Counseling Association (ACA), the American School Counselor Association (ASCA), the Association for Counselor Education and Supervision (ACES) and the American Psychological Association (APA) regarding student personal disclosure by allowing students to set limits on the content of their disclosure. Such limits will be respected by faculty and other students.

**Professional Dispositions Expectations:**

The faculty will evaluate students’ readiness to enter the counseling profession through interpersonal interactions with peers, instructors, and others. As such, students need to demonstrate professionalism and the ability to attend to all responsibilities including course work.

Professional dispositions are used to determine a student’s fit for the counseling profession. CACREP defines dispositions as “commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2015). Students are evaluated along 12 professional dispositions to determine whether their attitudes and behaviors are ethical, professional, and promote multiculturalism and social justice:

1. Self-Expression: Expresses self effectively and appropriately

2. Listening: Listens to others

3. Cooperativeness: Cooperates with others

4. Feedback: Able to receive and integrate feedback

5. Respect: Demonstrates respect for others in a non-judgmental way.

6. Self-awareness: Awareness of own impact on others

7. Conflict: Appropriately handles conflict with others

8. Personal responsibility: Takes personal responsibility

9. Professional: Attitudes and behaviors are professional and aligns with ACA Code of Ethics

10. Motivation: Takes initiative to complete tasks

11. Multiculturalism: Accepting of social and cultural diversity

12. Social Justice: Attitudes and behaviors promote a just world

**Professional Language Expectations:** APA Style 7th Edition

For all assigned papers, independent studies, and graduate projects, students are expected to follow the style presented in the ***7th edition*** of the Publication Manual of the American Psychological Association.

**SCHEDULE OF COURSE ACTIVITIES**

| **Date** | **Topics** | **Readings and Assignments** | **CACREP STANDARD** | **Evaluation**  **Method** |
| --- | --- | --- | --- | --- |
| Class #1  1/10/22 | Introduction & Overview:  Course Expectations and Syllabus  Counseling “Forces”, Obstacles to Developing Cultural Competence and Cultural Humility: Understanding Resistance to Multicultural Training | **Readings***: No Readings due today*  **Assignments:** *Class Attendance and Participation* | Section IIE  2a, 2b, and 2c | Readings  Lectures  Assignments |
| Class #2  1/24/22 | Multicultural Counseling and Therapy  Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups  Multicultural and Social Justice Counseling Competencies; Advocacy Competencies; CAS Model | **Readings:**  Sue & Sue, Chapters 2 and 3, and Ratts, Singh, Nassar-McMillan, Butler, & McCullough (2016)  **Assignments:**  -Attendance and Participation  *-*Reading Insight #1 | Section IIE  2b, 2c, and 2e | Readings  Lectures  Assignments |
| Class #3  1/31/22 | Political and Social Justice Implications; Impacts of Systemic Oppression; Microaggressions | **Readings:**  Sue & Sue, Ch. 4-6, Ratts, M. J. (2017). Charting the center and the margins  **Assignments:**  -Attendance and Participation  -Reading Insight #2  -*-*Project Implicit Self-Assessments | 2b, 2c, 2d, 2e, 2h, and 3f | Readings  Lectures  Assignments |
| Class #4  2/7/22 | Multicultural Barriers and the Helping Professional  Communication Style and Its Impact on Counseling and Psychotherapy | **Readings:**  Sue & Sue, Ch. 7-8  **Assignments:**  -Attendance and Participation  *-*Reading Insight #3 | 2a, 2d, 2e, 2f, 2g, 2h, and 5d | Readings  Lectures  Assignments |
| Class #5  2/14/22 | Multicultural Evidence-Based Practice  Western Indigenous Methods of Healing | **Readings:**  Sue & Sue, Ch. 9-10  **Assignments:**  -Attendance and Participation  -Reading Insight #4  -Cultural Autobiography | 2a, 2b, 2d, and 2f | Readings  Lectures  Assignments |
| Class #6  2/28/22 | Counseling Arab Americans, Muslim Americans, Immigrants and Refugees, | **Readings:**  Sue & Sue: Ch, 19,20,21,  Bartholomew et al., 2021, Al'Uqdah et al., 2019  **Assignments:**  **-**Attendance and Participation  *-*Reading Insight #5  *-* Video Interview and Reflection Assignment | 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3f, and 5d | Readings  Lectures  Assignments |
| Class #7  3/7/22 | Counseling LGBTQQIP2SAA  Individuals  Counseling Individuals with Disabilities, and Older Adults | **Readings:** Sue & Sue, Ch. 22, 23,24, Burke et al., 2016, Emir et al., 2020  **Assignments:**  Reading Insight #6 | 2a, 2d, 2e, 2f, 2g, 3f, and 5d | Readings  Lectures  Assignments |
| Class #8  3/14/22  *\*Online Class Only* | Poster Presentations  Wrap-Up | **Readings*:*** *No readings due today*  **Assignments:**  Cultural Immersion and Interview: Summative Assignment | 2a, 2d, 2e, 2f, 3f, and 5d | Readings  Lectures  Assignments |

**SU Policies**

**\*\*Academic resources to support your learning**

My goal is to create a learning environment in which you can be successful and feel supported. I will work hard to create and improve the learning environment throughout the quarter/semester based on my own observations of the course and your feedback on what would help you learn more. In return, I ask and encourage you to make the most of this learning opportunity.

I encourage you to explore the services below and to work on the assumption that you’ll always be developing some new strategies that will help you become a more flexible learner. I am keen to support you in that growth, and plan to build in opportunities for us all to share new strategies with one another either in scheduled class time or via Canvas.

**\*\*Library and Learning Commons**

\*\* [Library & Learning Commons](http://www.seattleu.edu/learningcommons/)

**Writing Center**

The Seattle University Writing Center supports SU students from all levels of writing expertise, voices, experiences, and writing practices to achieve their writing goals. We seek to provide an accessible, anti-oppressive, and collaborative space for learning and growth through one-on-one peer consultations. The peer consultants are also students who engage in intensive study and hands-on practice to provide thoughtful feedback and to share writing strategies. Consultations are available at any stage of the writing process, from brainstorming, organizing, and developing rough draft to revising and editing in later drafts. The Writing Center offers appointments in various modalities: in-person and online, synchronous, and asynchronous. Please visit [Writing Center](https://www.seattleu.edu/writingcenter/) to learn more about the Writing Center. You can schedule an appointment and select an available modality through [Appointment Scheduler](https://seattleu.mywconline.com/)

**Learning Assistance Programs**

Learning Assistance Programs (LAP) provides peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual consultation sessions with a learning specialist. We offer these in various modalities (in-person, synchronous, and asynchronous), depending on university policy and LAP staff availability. Please visit our website [Learning Assistance Programs](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.seattleu.edu%2Flearning-assistance%2F&data=04%7C01%7Cgreend%40seattleu.edu%7Cccb4a901bb5b4376447608d947c219c3%7Cbc10e052b01c48499967ee7ec74fc9d8%7C0%7C0%7C637619721238086234%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=RFLUu%2BD9%2BL1s0oeE3CqrYPpMwnOJZXIBKRFXFCvjhEc%3D&reserved=0) or e-mail us at [learningassistance@seattleu.edu](mailto:learningassistance@seattleu.edu) for the most updated information about accessing services.

**Research Services**

Research help is available to students at any stage in the research process. Students can schedule a virtual consultation with our team of Research Services Librarians and Student Peer Research Consultants (SPRCs) to get help finding and assessing sources, learn database search skills, and develop research topics.

To learn more, or for assistance via chat/phone/email, check out our Get Research Help page ([Research Help](https://www.seattleu.edu/library/askalibrarian/)) or book a Virtual Consultation online ([Library Consultation](https://www.seattleu.edu/library/consultation/) ).

**Math Lab**

The Math Lab offers one-on-one tutoring to students enrolled in lower division mathematics courses. Please visit our website at [Math Resources](https://www.seattleu.edu/scieng/math/student-resources/math-lab/) for more information.

**English-language learning center (ELLC)**

The English Language Learning Center (ELLC) offers free tutoring for all SU students who are non-native speakers of English. Experienced ELLC tutors can help you improve your English language skills and better understand American culture. We can help with any type of assignment: written essays, online discussions, oral presentations, interview practice, etc. For the schedule or to book a session please visit [ELLC](https://www.seattleu.edu/ellc/ellc-tutoring/)

**Support for remote learning**

Remember to review the online tutorial that our Center for Digital Learning and Innovation has created to support your remote learning experience: [Remote Learning](https://seattleu.instructure.com/courses/1563070)

Students and faculty have reported a more engaging class experience when using video on Zoom. We know not everyone has the ability to have their camera on all the time, for a variety of reasons. If you aren’t able to do so, be sure to stay connected in other ways (in chat or vocally).

**Borrow a Chromebook or an internet hotspot from the library**

If you are having difficulty with remote learning because your laptop is older or your internet access is patchy, the library is currently loaning out Chromebooks and internet hotspots. You can submit a request by emailing the library; follow the link under “Technology Lending” at: [Library Guides](https://libguides.seattleu.edu/technology#s-lg-box-23259286)

**University policies**

**\*\*Support for students with disabilities**

Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. Disability Services (DS) works with students with disabilities to provide reasonable accommodations to support their learning experiences. Disabilities include “invisible disabilities,” such as a learning disability, a chronic health problem, or a mental health condition. This could include any long-term effects of COVID, even after recovery (“long-COVID”), if a health care provider determines it is a chronic health problem.

If you have, or suspect you may have, a disability that may interfere with your performance as a student in this course and have not yet been assessed by DS, please contact DS staff at [DS@seattleu.edu](mailto:DS@seattleu.edu) or (206) 296-5740. Disability-based accommodations to course expectations can be made only through this process and must be approved by DS before implemented in a course. I am committed to working with you, so please consider meeting with me to discuss the logistics of implementing any accommodations approved by DS.

**\*\*Notice on Religious Accommodations**

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students ([Religious Accommodations](https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF) ).

**\*\*Academic policies on the Registrar website**

\*\* [Academic Policies](https://www.seattleu.edu/redhawk-axis/academic-policies/)

Be sure that you understand the following university academic policies, posted on the Registrar’s website:

\*\*Academic integrity policy:

\*\*Academic Grading Grievance Policy

\*\*Professional Conduct Policy [Only for those professional programs to which it applies]

**\*Health and safety protocols** [Recommended for courses with an in-person component during the COVID-19 pandemic; updated 30 August 2021.]

**Safe Start Health Screen**

Each day before coming to campus or class, all of us – students, faculty, and staff – need to complete the [Safe Start Health Check](https://www.seattleu.edu/coronavirus/screening/) screening and should be prepared to show the screening result upon request. We are expected to stay home if we are unable to pass the health screening. If you live on campus in the residence halls and do not pass the health screening, you should stay in your room. In addition to completing the daily health screening, all of us in the SU community – students, faculty, and staff – must continuously monitor for symptoms of illness throughout the day and take appropriate steps to isolate from others if we become symptomatic.

**Face coverings**

We will all wear face coverings consistent with SU’s [COVID-19 Face Covering Policy](https://www.seattleu.edu/media/coronavirus/face_covering_policy_amended_final.pdf) (or as amended).

**Change in Delivery of Instruction**

SU reserves the right to change the delivery of instruction for courses without prior notice due to COVID-19 or other events.

**Reading Insight: Expand Your Knowledge Through Reading**

1. Read assigned materials for each class session.
2. Pick one article or chapter from the selected weekly readings and note key information, frameworks, ideas, concepts, theories, quotes, etc. Your goal is threefold: (a) understand the information, (b) personalize/internalize the information, and (c) construct meaning with others.

1. Prepare a one-page typed summary/reflection sheet to use as ***talking points*** in class activities. **These need to be uploaded to CANVAS before the start of class.** You may wish to bring copies for others. The following prototype may be helpful in organizing your sheet—use both sides if needed. Include visuals or use concept maps if you like. Make each **Reading Insight** sheet meaningful and succinct for easy reference and use in class. Use any method that works well for you!

|  |
| --- |
| **NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Reading Insights #\_\_\_\_\_**   * **Key Information, Ideas, Terms, Definitions** * **Personal Insights, Connections, Questions, Concerns** |

4. **Scoring = 10 points total per sheet**

* 5 points for completion/clarity
* 5 points for sharing/using it with others in class on the due date

**Cultural Immersion and Interview**

**PURPOSE**: To learn more about another person’s experiences within her/his culture and the influence of oppression through a cultural immersion experience and interview.

**ASSIGNMENT**:

This is a three-part assignment:

1. Part I: Immerse yourself in the social identity group of the person you intend to interview. You are to visit a place you have never before visited. The place you visit must help you to become a more culturally competent helping professional. Going to a club does not meet this requirement, however, immersing yourself within a community, neighborhood, or religious establishment may. You can do this in person or online  as you feel safe. *You must keep a journal of your experiences, thoughts, feelings and behaviors in this “different” environment.* You are encouraged to check with the instructor to see if the immersion activity will be sufficient enough to meet this course requirement.

The location must meet ALL of the conditions identified below:

* Your stay should be for at least three to four consecutive hours.
* You should be a participant-observer within the location you choose. Do not arrange a “guided tour”, or observe from the “outside”. Attempt to immerse yourself directly in the activities of your chosen site.
* You are visiting a member of an oppressed group (e.g., LGBTQQIP2SAA community, ALANA community, disability community, etc.) that you intend to interview (without the person you are interviewing).
* You are not a member of the oppressed group.
* You are not familiar with this population.
* You are likely to work with this population in your field placement or upon graduation.
* The activity causes you some level of discomfort.
* You are not visiting an establishment of which you were or are employed or volunteer or have frequented in the past.

For example, the location and activity you choose might be one of the following:

* Participating in an unfamiliar religious ceremony
* Spending an evening with members of an unfamiliar racial/ethnic group
* Visit a lesbian, gay, bisexual, or transgender (LGBTQQIP2SAA ) establishment or community
* Spending a day with the homeless community

There are many other possibilities. The critical element is to choose something very different from what you are accustomed to and which causes – even as you think about it – some sensation of discomfort.

1. Part II: Identify a person to interview from an oppressed group that you community that you visited and that we covered in class that you are not familiar with. This interview needs can occur in person (i.e., face-to-face) or via a videoconferencing platform due to COVID-19. The person you interview cannot be a member of your social identity group. Appropriate marginalized groups can include but are not limited to: individuals with disabilities, Asian American, LGBTQQIP2SAA , African American/Black, Latino/a American, Jewish American, refugee, immigrants. PRIOR to the interview immerse yourself in the community of the person you wish to interview.

Interview one or more persons who belong to the social identity group in which you are interested and that have been affected by the issue of oppression you are researching. Ask a minimum of five questions for each section below that will help you:

1. Learn about the person’s cultural background and worldview.
2. Understand the person’s identity development.
3. Learn about internalized oppression.
4. Understand how oppression impacts the person from an ecological perspective. For this section, questions should be framed around each layer of the ecological model:

* *Intrapersonal*: the individual characteristics of a person such as knowledge, attitudes, behavior, self-concept, skills, and developmental history
* *Interpersonal*: the interpersonal processes and/or groups that provide individuals with identity and support (i.e. family, friends, and peers).
* *Institutional*: represents the social institutions in society such as schools, church, community organizations.
* *Community*: the hidden and unhidden values, norms, and regulations of a community.
* *Public Policy*: local, State, and Federal Laws & Policies
* *Global*: international and global events, affairs, and policies.

1. Part III: Create a poster board summarizing the interview you conducted. The poster board should include the following:
   1. Cultural Immersion Experience: Discuss your immersion experience. Discuss the venue you visited, the experience you had, and any thoughts, feelings and/or reactions you had *during* the immersion experience.
   2. Cultural Background and Worldview: Highlight the interviewee’s cultural background and worldview.
   3. Ecological Model: Discuss the following ecological factors that emerged in your cultural interview:   
      1. Intrapersonal

2. Interpersonal

3. Institutional

4. Community

5. Public Policy

6: Global

* 1. Summary: In 1 paragraph reflect on what you learned most from the immersion experience and interview that you can use in your future practice.
  2. Present your poster in class. Your presentation should summarize the interview you conducted. Also, your presentation should include an interactive component during which you engage with the class. The presentation should be a minimum of 15 minutes and a maximum of 20 minutes including questions and comments.

**COUN 5130 – Multicultural and Social Justice Counseling**

**Cultural Immersion and Interview Assignment**

**Counseling Program | College of Education**



Student:

The Cultural Immersion and Interview summative assignment is used to determine student knowledge and skills in the Social and Cultural Diversity CACREP core area. Students who fail a summative assignment (receive a rating scale of 2 or below) are required to meet with the issuing faculty. Such students are either placed on a developmental plan or dismissed from the program.

**Evaluation Process**

The professor will complete the following rubric to assess student social and cultural diversity knowledge and skills. Points correspond to the rating scale.

|  |  |  |  |
| --- | --- | --- | --- |
| **Points** | **Overall Rating** | **Rating Scale** | **Description** |
| 90-100 | Mastery | 4 | Able to perform at a high level without supervision on a consistent basis |
| 80-89 | Proficient | 3 | Able to perform without supervision on a consistent basis |
| 70-79 | Developing | 2 | Able to perform with supervision on a consistent basis |
| 60-69 | Beginning | 1 | Able to perform with supervision on a inconsistent basis |
| 50 and below | Inadequate | 0 | Unable to perform with supervision |

**Rubric: Cultural Immersion and Interview** Student:

|  |  |
| --- | --- |
| **Total Score**  **(100 Total Points)** | **Description / Comments** |
| **“A” Range = 90-100**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | Submitted on time. Guidelines fully met.  Personal reflection shows depth and demonstrates critical thinking in relating content to personal experience and ideas;  Personal reflection and conjectures are connected with course concepts.  No errors in punctuation, grammar fragmented sentences, or spelling.  No APA style 7th Edition Errors |
| **“B” Range = 80-89**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | Submitted on time. Guidelines mostly met.  Personal reflection are logical and contain some insights.  Personal reflections are mostly connected with course concepts.  Minor errors in punctuation, grammar fragmented sentences, or spelling.  Minor APA style 7th Edition errors |
| **“C” Range = 70-79**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **7** | Submitted. Guidelines somewhat met.  Personal reflection lack depth and contain few insights.  Personal reflections are somewhat connected with course concepts.  Major errors in punctuation, grammar fragmented sentences, or spelling.  Major APA style 7th Edition errors |
| **“D” Range = 60-69**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **6** | Submitted. Guidelines not met.  Personal reflection are logical and contain no insights.  Personal reflections are not connected with course concepts.  Major errors in punctuation, grammar fragmented sentences, or spelling.  Major APA style 7th Edition errors |
| **“F” = 50 and below**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | Not submitted. Guidelines not met. |