

St. Dean's University
SMD School of Professional Counseling, Education & Supervision
SCD 091313: Social & Cultural Diversity
Summer 2023/5 Credit Hours

Instructor	Sharral M. Dean, LPC, MAC, SAP, CAADC, RPT, CPCS, CAMS
Office Hours	10a-12p & 2p-4p EST on Tues or by appointment
Phone	478-777-9311
Email	sharral.dean@stdeanu.edu <i>emails will be answered within 24 hours during the week and depending upon the urgency of the message within 48-72hours on the weekend</i>
Location	Online
Summer Semester	May 22, 2023-July 30, 2023
Last day to enroll or drop without penalty	May 24, 2023

Course Description: The purpose of this online doctoral course is to engage scholars in examining the impact of social, cultural, and diversity within the counselor, education, and supervision field and society today. Scholars will reflect upon how we experience and understand diversity while practicing self-awareness, and cultural humility.

Teaching Philosophy: As a professor, my teaching philosophy is grounded in Constructivist Theory. This simply means I hold the belief that 1) “learners are active in building knowledge from their experiences”, 2) adult learners create meaning from their subjective learning experiences, and 3) as your instructor my role is to “guide and facilitate the learning experience by providing an environment conducive to exploration” (Haddock & Whitman, 2019). Also, I desire to create a learning environment that engages critical thinking. Cognitive scientists report that when students think about material in more meaningful ways, underlying brain structures will change to promote more enduring learning” (Svinicki & McKeachie, 2014). Therefore, as a Constructivists, teaching strategies that I employ to engage learning are dialogue, reflective learning and teaching, role plays, videos, and real-world experiences.

CACREP Learning Outcomes and Objectives: By the conclusion of this course, scholars will:

- 1 Understand the theories of multicultural counseling competencies, identity development, social justice, and advocacy(2b),
- 2 Apply and communicate strategies for working with and advocating for diverse populations (2f)
- 3 Identify how the role of a counselor, educator, and supervisor can assist in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination in the counseling profession (2e,2h)

- 4 Apply self-awareness to identify differences and manage the influence of personal biases and values when working with diverse populations (**2a, 2h**)
- 5 Demonstrated and analyze principles of cultural humility (**2c**)
- 6 Identify skills and practices to expand the advancement of cultural humility (**2a**)
- 7 Identify how spiritual beliefs impact the client's and counselor's worldviews (**2f**)
- 8 Demonstrate and analyze the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on clients' and counselors' worldviews (**2d, 2a**)

Each learning outcome will be assessed with a variety of methods including experiential exercises, assignments, class discussion, and class participation.

Course Prerequisites: None are required for admission to the course.

Required textbook: Please visit the university bookstore via your St. Dean's University student portal to ensure you are obtaining the correct version of any course texts and/or materials noted in the following section. When you receive your materials, make sure that all required items are included.

American Psychological Association. (2020). Publication manual of the American Psychological

Association 2020: the official guide to APA style (7th ed.). American Psychological Association.

Freire, P. (2000). Pedagogy of the oppressed (30th anniversary ed.). New York, NY: Continuum

International Publishing, Ltd.

Singh, A. A. (2019). The racial healing handbook: practical activities to help you challenge privilege, confront systemic racism, & engage in collective healing. New Harbinger Publications.

Sue, D. W., Sue, D., Neville, H.A., & Smith, L. (2019). Counseling the Culturally Diverse: Theory and Practice. (8 ed.) Wiley.

NOTE: Other readings as assigned (see Canvas course page and Learning Resources in Syllabus).

You will need access (Redbox, HULU, Netflix, Google Play, Amazon Prime Movies, YouTube, etc.) to these movies for graded assignments:

Coco

Encanto

Hidden Figures

Mulan

Remember the Titans

Wonder

POLICIES ON LATE ASSIGNMENTS

DISCUSSION POSTINGS

A deduction of 10% will be taken off the total discussion points possible for each day late on any submission of a main post or a response post. Discussion postings made after the week in which they are due unless prior arrangements are made with the instructor will receive no credit. In rare circumstances, an exception will be made if a student is legitimately prevented from posting on time.

ASSIGNMENTS

It is the student's responsibility to verify the due dates for all graded assignments each week. Failure to meet the deadline without prior approval will result in a 25% deduction per day. Any assignment submitted after Day 3 of the following week will receive zero points.

LATE ASSIGNMENTS

Timeliness and good time management are critical skills for success both in school and in life. Contact the instructor immediately to request an extension should you encounter an unanticipated and uncontrollable life event that may prevent you from meeting an assignment deadline. At the discretion of the instructor, requests for repeated or longer extensions will be granted. Please be aware that continuous late submission of work will adversely affect your grade, and requests for time extensions after the assignment due date has passed are not likely to be granted. Poor time management, other work commitments, vacations, not reading or following the Course Syllabus, or failure to obtain the appropriate books or computer equipment are not events that warrant special consideration.

Examples of unanticipated and uncontrollable life events include:

- a health crisis for you or an immediate family member for whom you are a caregiver
- extended and extraordinarily severe weather events that disrupt communications
- being called to military duty.

Grades: The final grades for this course will be based on the following point system for the completion of the assignments:

Grading Scale: 515-415= **A** 415-315= **B** 315-215= **C** 215-115= **D** 114-0= **F**

Course Evaluation and Grading

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Total Points
Discussions x 9	15	15	15	15	15	X	15	15	15	15	X	X	135
Assignments x 10	X	25	25	25	25	25	30	25	25	25	X	X	230
Video	15	X	X	X	X	X	X	X	X	X	25	X	40
Final Written Project												50	50
Final Video Projec												60	60
Total Points	30	40	40	40	40	25	45	40	40	40	25	110	515

OFFICE OF STUDENT DISABILITY

Students with Disabilities

Students who experience a disability and require accommodation to fully participate in this class, contact the Accessible Education Services office, by calling 478-743-4763 or emailing aes@stdeanu.edu. If you have an AES Accommodation Plan for academic accommodation that applies to this course, make an appointment to meet with me to discuss how your accommodation will be implemented.

Classroom Participation

The first calendar day of class is the official start date of the course as posted on your Canvas academic page. St. Dean University, in accordance with the U.S. Department of Education guidelines regarding class participation, requires that all students submit at least one of their required Week 1 assignment (which includes posting to the Discussion Board) within each course(s) during the first 7 calendar days of class. Posting to the Canvas Discussion Board by Day 7 meets this requirement for courses with two-week units.

Assignments submitted prior to the official start date will not count toward your participation, and Financial Aid cannot be released without class participation as defined above.

Learning Resources

Dyson, Y. D., del Mar Fariña, M., Gurrola, M., & Cross-Denny, B. (2020). Reconciliation as a framework for supporting racial, ethnic, and cultural diversity in social work education. *Social Work & Christianity*, 47(1), 87–95.

Wang, Y., Benner, A. D., & Boyle, A. E. (2022). Family cultural socialization in childhood: Navigating ethnic/racial diversity and numeric marginalization in school and neighborhood settings. *Cultural Diversity and Ethnic Minority Psychology*, 28(4), 449–459.

<https://doi.org/10.1037/cdp0000435.supp> (Supplemental)

Farrelly, D., Kaplin, D., & Hernandez, D. (2022). A transformational approach to developing cultural humility in the classroom. *Teaching of Psychology*, 49(2), 185–190.

<https://doi.org/10.1177/0098628321990366>

Davenport, M., Mazurek, M., Brown, A., & McCollom, E. (2018). A systematic review of cultural considerations and adaptation of social skills interventions for individuals with autism spectrum disorder. *Research in Autism Spectrum Disorders*, 52, 23–33.

<https://doi.org/10.1016/j.rasd.2018.05.003>

- Chua, R. Y. J. (2018). Innovating at cultural crossroads: How multicultural social networks promote idea flow and creativity. *Journal of Management*, 44(3), 1119–1146.
<https://doi.org/10.1177/0149206315601183>
- Social & Cultural Diversity: Counseling Transgender Clients. (2015, January 1). Microtraining Associates.
- Burkhard, C., Cicek, S., Barzilay, R., Radhakrishnan, R., & Guloksuz, S. (2021). Need for ethnic and population diversity in psychosis research. *Schizophrenia Bulletin*, 47(4), 889–895.
<https://doi.org/10.1093/schbul/sbab048>
- Revell, L., & Christopher, K. (2021). Worldviews and Diversity: Freedom of Expression and Teaching about the Mosque. *Journal of Religious Education*, 69(3), 297–310.
- Ana Cecilia Lopez. (2022). Equity, Diversity, and Inclusion Perpetuate Inequality: How Domination Systems Co-opt Even the Best of Intentions. *Interdisciplinary Journal of Partnership Studies*, 9(1).
<https://doi.org/10.24926/ijps.v9i1.4649>
- Edwards, J. B. (2016). Cultural intelligence for clinical social work practice. *Clinical Social Work Journal*, 44(3), 211–220. <https://doi.org/10.1007/s10615-015-0543-4>
- Pope, M., Barret, B., & Szymanski, D. M. (2004). Culturally Appropriate Career Counseling With Gay and Lesbian Clients. *Career Development Quarterly*, 53(2), 158–177.
- Kanemoto, E., Routenberg, R., & Piazza, S. (2022). Semester-long inclusivity project: Using our voices at community engagement. *Communication Teacher*, 36(1), 38–46.
<https://doi.org/10.1080/17404622.2021.1895240>
- Fisher-Borne, M., Cain, J. M., & Martin, S. L. (2015). From Mastery to Accountability: Cultural Humility as an Alternative to Cultural Competence. *Social Work Education*, 34(2), 165–181.
<https://doi.org/10.1080/02615479.2014.977244>

Comeaux, E., Grummert, S. E., & Mireles, D. C. (2021). A critical review of the literature on cultural competency in student affairs: Toward transformative cultural responsiveness. *Journal of Diversity in Higher Education*. <https://doi.org/10.1037/dhe0000363>

Nadan, Y., & Ben-Ari, A. (2013). What Can We Learn from Rethinking 'Multiculturalism' in Social Work Education? *Social Work Education*, 32(8), 1089–1102.
<https://doi.org/10.1080/02615479.2012.723686>

Harvey, R., I-Mei Lin, & Booiman, A. (2015). Multicultural and Diversity Training Considerations for Biofeedback Practitioners. *Biofeedback*, 43(4), 163–167. <https://doi.org/10.5298/1081-5937-43.4.05>

Pentaris, P., & Thomsen, L. L. (2020). Cultural and Religious Diversity in Hospice and Palliative Care: A Qualitative Cross-Country Comparative Analysis of the Challenges of Health-Care Professionals. *Omega: Journal of Death & Dying*, 81(4), 648–669. <https://doi.org/10.1177/0030222818795282>

Denial, A. (2022). Learning and Teaching about Diversity and Cultural Competence: a Continuum. *Optometric Education*, 47(3), 5–6.

Movies:

Coco

Encanto

Hidden Figures

Mulan

Remember the Titans

Wonder

Week-by-Week Topics in Social, Cultural & Diversity Course

CACREP/Objective of the week	Week	Assignments	Possible Points	Total
2a, 2d/obj 3,8	1	Discussion Post 1: Cultural Identity (Due day 3)	15	30
		Video (Due day 7)	15	
		No Assignment Due		
2a, 2e,2h/Obj 3,4	2	Discussion Post 2: Social Justice, Social Change, and Advocacy (Due day 3)	15	15
		Learning Resource: <ol style="list-style-type: none"> Good Counseling is Culturally Responsive Counseling What Can We Learn from Rethinking ‘Multiculturalism’ in Social Work Education? Pedagogy of the Oppressed chpt 1. 		
2b, 2e,2h/obj 1,3	3	Assignment: Write a 2–3-page paper exploring the importance of multiculturalism and diversity within the counseling profession.	25	25
		Discussion Post 3: Write a discussion post examining the impact of social justice, diversity, and multiculturalism within the classroom.	15	
		Learning Resources: <ol style="list-style-type: none"> A Critical Review of the Literature on Cultural Competency in Student Affairs: 		

		Toward Transformative Cultural Responsiveness		
		2. Learning and Teaching about Diversity and Cultural Competence: a Continuum		
	Assignment 3: This week you will watch the movie “Wonder” and write a reflective composition addressing the topic “Who is it that I aspire to be?” Reflect upon how our differences shape us and how they can show up in the counseling room.	Assignment 3 (Due day 7)	25	25
2e & 2h/obj 3	4 What is “cultural humility”? Think about and explain how you can practice self-awareness and cultural humility in counseling.	Discussion Post 4 (Due day 3)	15	15
		Learning Resources:		
		1. Culturally Appropriate Career Counseling With Gay and Lesbian Clients		
		2. Cultural and Religious Diversity in Hospice and Palliative Care: A Qualitative Cross-Country Comparative Analysis of the Challenges of Health-Care Professionals		
	Assignment 4: This week you will watch the movie “Hidden Figures”. Write a 2-3 page paper by choosing one to two scenes to analyze and discuss	Assignment 4 (Due day 7)	25	25

2a, 2b, 2d/Obj 1, 8	<p>practicing self-awareness and cultural humility.</p> <p>5</p> <p>Discussion 5: Identify cultural theories to address an ethnic group of your choice in counseling. Discuss how this theory can be utilized in a culturally responsible manner</p>	<p>Discussion post 5 (Due day 3)</p> <p>Learning Resources:</p> <ol style="list-style-type: none"> 1. Reconciliation as a framework for supporting racial, ethnic, and cultural diversity in social work education 2. Family cultural socialization in childhood: Navigating ethnic/racial diversity and numeric marginalization in school and neighborhood settings 	15	15
2a, 2b, 2d,2g	<p>Assignment 5: This week choose Coco or Encanto and watch it. Write a 2-3 page paper identifying how spiritual beliefs affect the client's and counselor's beliefs and worldview.</p> <p>6 No Discussion Post</p>	<p>Assignment 5 (Due day 7)</p> <p>No Discussion Post 6 Due</p>	25	25
2b/Obj1	<p>Assignment 6: Choose a multicultural counseling theory that you will video yourself teaching for your final project. Submit a 1-page lesson plan or outline of what will be taught during the 50-minute class.</p>	<p>Assignment 6 (Due day 7)</p>	25	25
2a, 2b, 2h/Obj1, 4	<p>7 Discussion: Provide an Analysis of Chapters 1 &2 for this week's learning resource, Pedagogy of the Oppressed. Respond to at least 1 peer in agreement or</p>	<p>Discussion Post 7 (Due day 3)</p> <p>Learning Resources:</p> <ol style="list-style-type: none"> 1. Pedagogy of the Oppressed 	15	15

<p>disagreement. Support your feedback with scholarly references.</p> <p>Assignment 7: Explain your rationale for choosing the theory in a 5–7-page paper including why it is a culturally appropriate model for multicultural counseling.</p> <p>2a, 2b, 2d/Obj 1, 8</p>	<p>2. Learning and Teaching about Diversity and Cultural Competence: a Continuum</p> <p>Assignment 7 sample due of week 12 written assignment (Due day 7)</p> <p>Discussion Post 8 (Due day 3)</p>	<p>30</p> <p>15</p>	<p>30</p> <p>15</p>
<p>Discussion: Provide an Analysis of Chapters 3 &4 for this week’s learning resource, Pedagogy of the Oppressed. Respond to at least 1 peer in agreement or disagreement. Support your feedback with scholarly references</p> <p>Assignment 8: Watch the movie Remember the Titans and identify and analyze 3 scenes where relationships were impacted by heritage, attitudes, beliefs, understandings, and acculturative experiences.</p> <p>2a, 2d, 2e, 2h/obj 3, 4, 6,</p>	<p>Learning Resources:</p> <ol style="list-style-type: none"> 1. Pedagogy of the Oppressed 2. A transformational approach to developing cultural humility in the classroom <p>Assignment 8 (Due day 7)</p> <p>Discussion Post 9 (Due day 3)</p>	<p>25</p> <p>15</p>	<p>25</p> <p>15</p>
<p>Discussion 9: Write a post identifying skills and practices to expand the advancement of cultural humility within the classroom and the counseling profession.</p>	<p>Learning Resources:</p> <ol style="list-style-type: none"> 1. A Systematic Review of Cultural Considerations and Adaptation of Social Skills Interventions for Individuals with autism Spectrum 		

	<p>Disorder. Research in Autism Spectrum Disorders</p> <p>2. From Mastery to Accountability: Cultural Humility as an Alternative to Cultural Competence</p>	
<p>2a,2b,2d,2e,2f,2h/ Obj1, 2, 3, 7,8</p>	<p>Assignment 9: Self-Examination: You will write and 3–5-page paper examining and identifying your areas of bias, prejudices, or triggers when working with diverse populations. Reflect on ethnicity, culture, religion, ability, etc. that you may not be knowledgeable of, and discuss how you would treat this population. How would you raise your awareness?</p> <p>10</p>	<p>25</p> <p>25</p>
	<p>Discussion 10: This week you will write a discussion on The importance of social justice in the counseling profession as a counselor educator; being an advocate for your clients, and . What strategies would you utilize while serving diverse populations?</p> <p>10</p> <p>Discussion Post 10 (Due day 3)</p> <p>Learning Resources:</p> <ol style="list-style-type: none"> Equity, Diversity, and Inclusion Perpetuate Inequality: How Domination Systems Co-opt Even the Best of Intentions Cultural intelligence for clinical social work practice 	<p>15</p> <p>15</p>

	<p>This week you will watch the movie Mulan. In a 4–5-page paper, analyze how Mulan was impacted by culture, heritage, attitudes, beliefs, understandings, and acculturative experiences. Choose a presenting concern and describe how you would address her concerns if she were your client.</p>	<p>Assignment 10 (Due day 7)</p>	25	25
	<p>11 This week you will work on your final written and video projects.</p>	<p>No Discussion Post 11 Due (Due day 3)</p>	0	
2b, 2e, 2h/Obj 1, 3	<p>Assignment 11: Submit a 5–7-minute video introducing yourself to your class and a description of your Social, Cultural, & Diversity class and lesson.</p>	<p>Assignment 11 Final Project: Teaching Introduction Video (Due day 7)</p>	25	25
2b,2c, 2f/Obj 1, 2, 5	<p>12 Submit the final draft of your 5–7-page paper from week 7 paper. Include any feedback from your week 7 response.</p>	<p>Final Written Project (Due day 7)</p>	50	50
	<p>Final Project: Submit your 10–12-minute video teaching your multicultural counseling theory. Include why this is an appropriate model including the pros and cons of the model. Demonstrate how you would practice cultural humility.</p>	<p>Final Video Project (Due Day 7)</p>	60	60
			515	515

Reference

- Calhoun, A. V., "CE 534 Syllabus: Multiculturalism and Diversity" (2020). Counselor Education Syllabi. 30. <https://openriver.winona.edu/counseloreducationsyllabi/30>
- Barber, L. A., "COUN 5324 Syllabus: Cultural Diversity and Advocacy"(2021). Counselor Education Syllabi. <https://www.uttler.edu/psychology/files/syllabi/coun5324.569-syllabus-sum21-barber.pdf>
- Haddock, L. & Whitman, J. (2019). Preparing the educator in counselor education: A comprehensive guide to building knowledge and developing skills. Routledge.
- Svinicki, M. D., & McKeachie, W. J. (2014). McKeachie's teaching tips: Strategies, research, and theory for college and university teachers (14th ed.). Independence, KY: Cengage Learning. ISBN-13: 978-1-133-93679-4
- Wiggins, G. P., & McTighe, J. (2005). Understanding by design (2nd ed.). Pearson.