

University of North Texas at Dallas

Fall 2025

SYLLABUS-Hybrid

COUN 5790: COUNSELING CULTURALLY DIVERSE CLIENTS 3Hrs	
Department of Counseling	
School of Behavioral Health & Human Services	
Instructor Name	Dr. Yu-Fen Lin
Office Location	Building 1 Room 105R
Email Address	yu-fen.lin@untDallas.edu
Office Hours	Monday 4:00 – 7:00 pm by appointment face to face and throughout the week on-line appointment
Class Meeting Day & Time	Monday 7:00 PM – 9:50 PM and canvas instruction (Hybrid)
Method of Instruction	In this hybrid course, face-to-face instruction is delivered by discussions, power points, video/film analysis, lectures, and experiential learning. Online instruction is provided in each module via objectives, PowerPoints, videos and/or articles, assignments such as discussion boards or quizzes, and experiential learning that may stimulate the growth and knowledge of ethnic/cultural studies.
Course Catalog Description	Development of counseling skills and strategies based upon the special needs and characteristics of culturally and ethnically diverse clients. 3 hours.
Prerequisites:	COUN 5680 & 5710
Required Text	Sue, D. W., & Sue, D. (2022). <i>Counseling the culturally diverse: Theory and practice</i> (9th ed.). New York: John Wiley & Sons.
Recommended Text and References	<p>Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (2017). <i>Handbook of multicultural counseling</i> (4th ed.). Thousand Oaks, CA: Sage.</p> <p>Lee, C. C. (2013). <i>Multicultural issues in counseling</i> (4th ed.). Alexandria, VA: American Counseling Association.</p> <p>Robinson-Wood, T. L. (2017). <i>The convergence of race, ethnicity, and gender: Multiple identities in counseling</i> (5th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.</p>

differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;		
4. identify the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally	3.B.4	Quiz 12, 13, 14, 15, 17, 19, 20, 21, 22, 23, & 24
5. discern the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, and violence on counselors and clients	3.B.5	Quiz 4 and 5 Group PowerPoint Presentation
6. discuss the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness TEA §239.15.e.5 understand how environment and behavior may impact or influence individual learners	3.B.6 TEA §239.15.e.5	Quiz 3 and 5 Multicultural and Social Justice Counseling Competencies Paper
7. analyze disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities	3.B.7	Quiz 23
8. identify principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship TEA §239.15.e.3 facilitate learning and achievement for all students to ensure services that cover an array of exceptionalities, including special populations, by promoting a cooperative, inclusive, purposeful learning environment	3.B.8 TEA §239.15.e.3	Quiz 24
9. identify strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	3.B.9	MSLE Multicultural and Social Justice Counseling Competencies
10. identify guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities TEA §239.15.e.2 advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles	3.B.10 TEA §239.15.e.2	Multicultural and Social Justice Counseling Competencies
11. understand the role of religion and spirituality in clients' and counselors' psychological functioning	3.B.11	Quiz 18

Course Evaluation Methods

1. Class Participation and Attendance: Weekly Class Attendance, Timeliness, and Constructive Participation is a professional responsibility. Students will have a letter grade dropped if they (a) miss more than one class meeting for other than an emergency reason (death in family, hospitalization, severe illness); (b) are tardy more than 10 minutes or leave class early more than twice a semester; or (c) consistently interact in a non-professional or disruptive manner with peers or professors. Additional missed classes or chronic tardiness will result in another 10 points deduction, per evaluation requirements.

For purposes of this hybrid class, failure to participate in a weekly activity (discussion board or reflection paper) will constitute an absence and will result in the loss of participation points for that week. Failure to participate for two different weeks will result in the loss of a letter grade. Late participation in a discussion, after the due date, will constitute an absence.

2. Group Chapter Presentation: Students will present an assigned chapter in a classroom meeting. Students are responsible for preparing a PowerPoint presentation for 50-60 minutes that includes 30 minutes chapter's content, 10 minutes of supplemental materials (youtube, ted talks etc), 15 minutes discussion or activity time (incorporate at least two discussion questions in the presentation process). Students will cover topics within overview of the population, overview of the issues faced by the population, advocacy, and ethical considerations. See rubrics for additional instructions.

3. Quizzes: Each class, students will complete online quizzes based on textbook content. Quizzes will be open-book but answers may not be shared with others. No late submissions are allowed.

4. Multicultural and Social Justice Counseling Competencies: Each student will write an APA 7 style paper approximately 4-6 pages long (double spaced), including title and reference page, on the professional role of the counselor within advocacy and social justice. Students should utilize at least 3 peer reviewed journal articles throughout the paper. Students will cover topics within advocacy, counselor role, multicultural contexts and counseling profession guidelines. See rubrics for additional instructions.

5. Racial/ Cultural Identity Development Paper (RCID) (KEY PERFORMANCE INDICATOR)

Directions: Drawing from your knowledge about multicultural counseling theories, yourself and your experiences in our multicultural society, you are to describe your cultural identity development, your cultural underpinnings and foundations, how your cultural self-understanding will enhance your role to be a culturally effective counselor, how your personal biases and limitations that may hinder you as a counselor and identified social justice strategies. You will also use chapters 6, 7, and/or 8 from the textbook to discuss your cultural identity development. You will also discuss the multicultural counseling competencies and your development according to those competencies. The paper must be 5-7 pages (not including cover page, and references), double-spaced, complete with reference page, APA 7th style. See rubric for further instructions.

Per CACREP Guidelines, the student must earn a grade of at least 80% on their Key Performance Assignment to pass this class. Therefore, the student must make at least 80% on this assignment to pass the class, even if their final grade indicates a B. Failure to get an 80% will result in the student having to re-take the course if the assignment is not corrected by the end of the semester.

6. Multicultural Service-Learning Experience (MSLE): The Multicultural Service Learning Experience is an activity designed to help students gain cultural knowledge, increase sensitivity to culturally diverse people, and become more culturally effective helpers. The purpose of the activity is through service learning in a cross-cultural setting to gain new and direct knowledge of a cultural with which you have little or no experience with. Students will engage in a service learning activity for at least five clock hours, and write a reflection paper on their experience. See the rubrics and instructions for a complete instructions for this project.

Grading Matrix

Instrument	Value (points or percentages)	Total
Quizzes	24 Quizzes x 10 points each	240
Chapter Presentation		150
Racial/ Cultural Identity Development Paper		200
Multicultural and Social Justice Counseling Competencies Paper		200
Multicultural Service-Learning Experience (MSLE)		210
Total:		1000

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the end by Sunday 11:59PM, expect for the Final Case Study. Late papers will have 10% deduction per day late from the final score.

Web-based Plagiarism Detection: All papers will be turned in through Turnitin software which detects plagiarism and the use of AI. Artificial Intelligence programs, such as Chat GPT, are prohibited. Content in this course is private, sensitive, or copyrighted and should never be entered into a chatbot. If a student is suspected of or reported for not following this policy, the consequences will be handled in accordance with the University's policies and procedures of Academic Integrity.

One of the key objectives of this course is to assess a student's ability to articulate their thoughts and ideas in their genuine voice, as opposed to relying on automated systems. This requirement aligns with the principles of counseling, where the ability to communicate authentically is paramount. Just as in a counseling session, where one must rely solely on their own communication skills, students are expected to express themselves without the assistance of AI tools in this academic setting.

Grade Determination:

A = 1,000 - 900 pts; i.e. 90% or better

B = 899 – 800 pts; i.e. 80 – 89 %

C = 799 - 700 pts; i.e. 70 – 79 %

D = 699 – 600 pts; i.e. 60 – 69 %

F = 599 - 500 pts or below; i.e. less than 60%

COURSE OUTLINE

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by Canvas class announcement and email. Assignments are typically due Saturday at midnight.

Week/Dates	Instructional Activities/Assignments	SLO	Assignments Due Date (by 11:59pm SUNDAY)
Week 1 8/25	Course orientation, introduction to multicultural counseling <ul style="list-style-type: none"> • Understanding Resistance To Multicultural Training: Obstacles To Developing Cultural Competence • Counseling Profession Multicultural Competencies 	2, 3, 9, 10	Read: Chapters 1 Ratts et al (2016) Discussion Board: Chapter Presentation List Quiz Chapter 1
Week 2 9/1 Online	<ul style="list-style-type: none"> • Multicultural Counseling And Therapy (MCT) Race And Culture Matter • Cultural Perspectives And Barriers: The Individual Interplay Of Cultural Experiences 	1, 2, 3, 9	Read: Chapters 2 and 3 Quiz Chapters 2 and 3
Week 3 9/8	<ul style="list-style-type: none"> • Microaggressions: Implications For Counseling And Psychotherapy • Sociohistorical Privilege And Oppression: Implications For Counseling And Psychotherapy • Racial, Ethnic, Cultural (REC) Identity Attitudes In People Of Color: Counseling Implications • <i>Counseling Profession Multicultural Competencies: Guidelines for the Counseling Profession and Social Justice Counseling</i> 	2, 3, 6, 9, 10	Read: Chapters 4, 5, and 6 Lewis et al (2011) Ratts et al (2016) Quiz Chapters 4, 5 and 6
Week 4 Online 9/15	<ul style="list-style-type: none"> • White Racial Consciousness: Implications For Counseling And Psychotherapy • Multicultural Counseling Competence And Cultural Humility For People Of Color Counselors And Therapists 	2, 3,	Read: Chapters 7 and 8 Quiz Chapters 7 and 8
Week 5 9/22 Online	<ul style="list-style-type: none"> • Multicultural Evidence-Based Practice • Indigenous And Cultural Methods Of Healing Among People Of Color: Implications For Multicultural Counseling And Therapy 	3, 4	Read: Chapters 9 and 10 Quiz Chapters 9 and 10
Week 6 9/29 Online	<ul style="list-style-type: none"> • Multicultural Counseling Contexts: Marginalized Religious Communities • Multicultural Counseling Contexts: Immigrants And Refugees 	1, 2, 11	Read: Chapters 18 and 19 Quiz Chapters 18 and 19 Multicultural and Social Justice Counseling Competencies Paper Due

Week 7 10/6	<ul style="list-style-type: none"> • Multicultural Counseling Contexts: African Americans • Multicultural Counseling Contexts: American Indians/Native Americans And Alaskan Natives 	4	Read: Chapters 12, 13 Quiz Chapters 12 and 13 MSLE Proposal Due
Week 8 10/13	<ul style="list-style-type: none"> • Multicultural Counseling Contexts: Asian Americans And Pacific Islanders • Multicultural Counseling Contexts: Latinx Communities 	4	Read: Chapters 14, 15 Quiz Chapters 14 and 15
Week 9 10/20 Online	<ul style="list-style-type: none"> • Multicultural Counseling Contexts: Multiracial Americans • Multicultural Counseling Contexts: Arab Americans Demographic Characteristics 	4	Read: Chapters 16, 17 Quiz Chapters 16 and 17 Racial/ Cultural Identity Development Paper Due
Week 10 10/27	<ul style="list-style-type: none"> • Multicultural Counseling Contexts: LGBTQ Communities • Multicultural Counseling Contexts: Older Adults Demographic Characteristics 	4	Read: Chapter 20, 21 Quiz Chapters 20 and 21
Week 11 11/3 Online	Chapters 22, 23, 24 <ul style="list-style-type: none"> • Multicultural Counseling Contexts: Women Demographic Characteristics • Multicultural Counseling Contexts: Individuals Living In Poverty • Multicultural Counseling Contexts: Individuals With Disabilities 	4, 7, 8,	Read: Chapters 22, 23, 24 CDC Website Quiz Chapters 22, 23, and 24
Week 12 11/10 Online	<ul style="list-style-type: none"> • Ethics and Personal Growth 		MSLE Project in Process
Week 13 11/17 Online	<ul style="list-style-type: none"> • Culturally Competent Assessment 		Read: Chapter 11 Quiz Chapter 11
Week 14 11/24	<ul style="list-style-type: none"> • Thanksgiving Week 		No assignment
Week 15 12/01 Online	Work on MSLE Paper		MSLE Project in Process
Week 16 12/08	Final Submission No class meeting		Complete Course Evaluation MSLE paper Due Thursday 12/10 11:59PM

GROUP CHAPTER PRESENTATION RUBRIC AND INSTRUCTIONS

Total 150 points

Students will present an assigned chapter in a classroom meeting. Students are responsible for preparing a PowerPoint presentation for 50-60 minutes that includes 30 minutes chapter's content, 10 minutes of supplemental materials (youtube, ted talks etc), 15 minutes discussion or activity time (incorporate at least two discussion questions in the presentation process).

Criteria	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
Overview of the Population: include heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews	Missing Accurate content; missing content supported by appropriate citations/references; not clear and logical; does not demonstrates in-depth 10 pts	Somewhat accurate content; missing content supported by appropriate citations/references; not always clear and logical; or not demonstrates in-depth understanding 15 pts	Accurate content; supported by appropriate citations/references; clear and logical; but does not fully demonstrates in-depth understanding 20 points	Accurate content; supported by appropriate citations/references; clear and logical; demonstrates in-depth understanding 25 points
Overview of the issues faced by the population: include the effects of historical events, stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions	Missing Accurate content; missing content supported by appropriate citations/references; not clear and logical; does not demonstrates in-depth 10 pts	Somewhat accurate content; missing content supported by appropriate citations/references; not always clear and logical; or not demonstrates in-depth understanding 15 pts	Accurate content; supported by appropriate citations/references; clear and logical; but does not fully demonstrates in-depth understanding 20 points	Accurate content; supported by appropriate citations/references; clear and logical; demonstrates in-depth understanding 25 points
Advocacy: Discuss advocacy strategies that counselors can engage to help this population. Include public policies, and access to services within	Missing Accurate content; missing content supported by appropriate citations/references; not clear and logical; does not demonstrates in-depth 10 pts	Somewhat accurate content; missing content supported by appropriate citations/references; not always clear and logical; or not demonstrates in-depth understanding 15 pts	Accurate content; supported by appropriate citations/references; clear and logical; but does not fully demonstrates in-depth understanding 20 points	Accurate content; supported by appropriate citations/references; clear and logical; demonstrates in-depth understanding 25 points

and outside the counseling relationship				
Ethical considerations: Discuss ethical consideration when working with this population.	Missing Accurate content; missing content supported by appropriate citations/references; not clear and logical; does not demonstrates in-depth 10 pts	Somewhat accurate content; missing content supported by appropriate citations/references; not always clear and logical; or not demonstrates in-depth understanding 15 pts	Accurate content; supported by appropriate citations/references; clear and logical; but does not fully demonstrates in-depth understanding 20 points	Accurate content; supported by appropriate citations/references; clear and logical; demonstrates in-depth understanding 25 points
Supplemental Material and PPT quality	The material is inappropriate in quality and variety only vaguely related to the thesis, either too great or too little to do anything but detract from the effectiveness of the speech. 10 pts	The supporting material is somewhat appropriate in quality and variety, missing content that links to the thesis of the speech. 15 pts	The supporting material is appropriate in quality and variety, linked to the thesis of the speech, and adds a measurable level of interest to the speech. 20 pts	The supporting material is exceptional in quality and variety, linked to your presented chapter, and is of such quality that it enhances the credibility of the speaker and the clarity of the topic. 25 pts
Activity	The activity is inappropriate in quality and variety. The speaker uses unclear or inappropriate language with no spontaneous additions to the speech. The speaker used inappropriate jargon, or language, which is sexist, racist, etc. and exhibits discomfort with anything but delivery of the prepared text. 10 pts	The activity is somewhat appropriate in quality and variety. The language is somewhat clear, vivid. Language is free of inappropriate jargon, is nonsexist, is no racist, etc. and exhibits a limited degree of comfort with impromptu additions to his/her text. 15 pts	The activity is appropriate in quality and variety. The language is clear, vivid, and appropriate and occasionally inserts spontaneous comments. Language is free of inappropriate jargon, is nonsexist, is no racist, etc. and exhibits a limited degree of comfort with impromptu additions to his/her text. 20 pts	The activity is exceptional in quality and variety. The language is exceptionally clear, vivid, and appropriate and inserts spontaneous comments with ease and confidence. The language enhances audience comprehension and enthusiasm, while adding a measure of creativity adapting to the audience and displays exceptional sensitivity with

				denotation and connotation of meaning 25 pts
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Racial/ Cultural Identity Development Paper (RCID)

KEY PERFORMANCE INDICATOR

Directions: Drawing from your knowledge about multicultural counseling theories, yourself and your experiences in our multicultural society, you are to describe your cultural identity development, your cultural underpinnings and foundations, how your cultural self-understanding will enhance your role to be a culturally effective counselor, how your personal biases and limitations that may hinder you as a counselor and identified social justice strategies. You will also use chapters 6, 7, and/or 8 from the textbook to discuss your cultural identity development. You will also discuss the multicultural counseling competencies and your development according to those competencies. Answer the following prompts:

1. Describe how your cultural self-understanding will enable you to be a culturally effective counselor. What are some personal biases and limitations that may hinder you?
2. Define the culture of your ancestors back two generations (all 4 grandparents and both parents). Include place of birth, date of birth, religion, race, marital history, presence of any disability, education, birth order, occupation, primary language, primary holidays celebrated (and how celebrated), and any other facts you feel are relevant.
3. Define your own culture by covering the topics listed for your ancestors and how they have impacted your current view of culture, values and acculturative experiences on help-seeking and coping behaviors.
4. Using one or more of the racial/ethnic/cultural identity development models found in your textbook, describe your racial/ethnic/cultural identity development. (Reference the model(s) used.)
5. Discuss your current level of multicultural competence based on Multicultural and Social Justice Counseling Competencies (Ratts et al., 2015).

****The paper must be 5-7 pages (not including cover page, and references), double-spaced, complete with reference page, APA style must be adhered to, paper must have one inch margins, and avoid sexist language.**

Criteria	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
Self-Awareness: Demonstrates understanding of own attitudes, beliefs, understandings, experiences that contributed to your own cultural identity development (i.e. what experiences have you had that contributed to your attitudes and beliefs about	Missing Accurate content; missing content supported by appropriate citations/references; not clear and logical; does not demonstrates in-depth 20 pts	Somewhat accurate content; missing content supported by appropriate citations/references; not always clear and logical; or not demonstrates in-depth understanding 30 pts	Accurate content; supported by appropriate citations/references; clear and logical; but does not fully demonstrates in-depth understanding 36 points	Accurate content; supported by appropriate citations/references; clear and logical; demonstrates in-depth understanding 45 points

your culture and others' culture)				
Cultural Background: Demonstrates understanding of your ancestors and how they have impacted your current view of culture, values and acculturative experiences on help-seeking and coping behaviors.	Missing Accurate content; missing content supported by appropriate citations/references; not clear and logical; does not demonstrates in-depth 20 pts	Somewhat accurate content; missing content supported by appropriate citations/references; not always clear and logical; or not demonstrates in-depth understanding 30 pts	Accurate content; supported by appropriate citations/references; clear and logical; but does not fully demonstrates in-depth understanding 36 points	Accurate content; supported by appropriate citations/references; clear and logical; demonstrates in-depth understanding 45 points
Racial/ Cultural Identity Development Model: Demonstrates understanding of multicultural counseling theories by applying it to your own cultural identity (i.e., what RCID stage are you in)	Missing Accurate content; missing content supported by appropriate citations/references; not clear and logical; does not demonstrates in-depth 20 pts	Somewhat accurate content; missing content supported by appropriate citations/references; not always clear and logical; or not demonstrates in-depth understanding 30 pts	Accurate content; supported by appropriate citations/references; clear and logical; but does not fully demonstrates in-depth understanding 36 points	Accurate content; supported by appropriate citations/references; clear and logical; demonstrates in-depth understanding 45 points
Multicultural Competence: Demonstrates understanding of how your cultural self-awareness enhances your role as a multiculturally responsive counselor, through the use of the Multicultural and Social Justice Counseling Competencies	Missing Accurate content; missing content supported by appropriate citations/references; not clear and logical; does not demonstrates in-depth 20 pts	Somewhat accurate content; missing content supported by appropriate citations/references; not always clear and logical; or not demonstrates in-depth understanding 30 pts	Accurate content; supported by appropriate citations/references; clear and logical; but does not fully demonstrates in-depth understanding 36 points	Accurate content; supported by appropriate citations/references; clear and logical; demonstrates in-depth understanding 45 points
APA/Edit/ Organization	Frequently missing APA Format; Headings for each	Some missing APA Format; Headings for each question;	Slightly missing on APA Format; Headings for each	APA Format; Headings for each question;

	question; Organization; APA style reference page; more than 8 editing mistakes 5 pts	organization; APA style reference page; more than 6 editing mistakes 10 pts	question; organization; APA style reference page; no more than 5 editing mistakes 15 pts	Organized; APA style reference page; no more than 2 editing mistakes 20 pts
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MULTICULTURAL AND SOCIAL JUSTICE COUNSELING COMPETENCIES PAPER

Directions: Each student will write an APA 7 style paper approximately 4-6 pages long (double spaced), including title and reference page, on the professional role of the counselor within advocacy and social justice. Students should utilize at least 3 peer reviewed journal articles throughout the paper. You must answer the following questions in the paper by referencing the textbook and the journal articles:

1. Advocacy: how does the role of advocating on behalf of the client fit into the role of being a counselor?
2. Counselor Role: Describe the role of the counselor in identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
3. Multicultural Context: Identify the effects of various socio-cultural influences within the client's context, including the role of public policies, social movements, and cultural values, on mental and physical health and wellness.
4. Counseling Profession Guidelines: Describe at least three guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities (cite Ratts et al., 2015).

The paper must be 5-7 pages (including cover page, abstract, and references), double-spaced, complete with reference page, **APA style must be adhered to, paper must have one inch margins, and avoid sexist language.

Criteria	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
APA/Edit/ Organization	Frequently missing APA Format; Headings for each question; Organization; APA style reference page; more than 8 editing mistakes 5 pts	Some missing APA Format; Headings for each question; organization; APA style reference page; more than 6 editing mistakes 10 pts	Slightly missing on APA Format; Headings for each question; organization; APA style reference page; no more than 5 editing mistakes 15 pts	APA Format; Headings for each question; Organized; APA style reference page; no more than 2 editing mistakes 20 pts
Advocacy	Missing Accurate content; missing content supported by appropriate citations/references; not clear and logical; does not demonstrates in-depth 10 pts	Somewhat accurate content; missing content supported by appropriate citations/references; not always clear and logical; or not demonstrates in-depth understanding 15 pts	Accurate content; supported by appropriate citations/references; clear and logical; but does not fully demonstrates in-depth understanding 20 points	Accurate content; supported by appropriate citations/references; clear and logical; demonstrates in-depth understanding 45 points
Counselor Role	Missing Accurate content; missing content supported by appropriate citations/references; not clear and	Somewhat accurate content; missing content supported by appropriate citations/references; not always clear	Accurate content; supported by appropriate citations/references; clear and logical; but does not fully	Accurate content; supported by appropriate citations/references; clear and logical; demonstrates in-

	logical; does not demonstrates in-depth 10 pts	and logical; or not demonstrates in-depth understanding 15 pts	demonstrates in-depth understanding 20 points	depth understanding 45 points
Multicultural Context	Missing Accurate content; missing content supported by appropriate citations/references; not clear and logical; does not demonstrates in-depth 10 pts	Somewhat accurate content; missing content supported by appropriate citations/references; not always clear and logical; or not demonstrates in-depth understanding 15 pts	Accurate content; supported by appropriate citations/references; clear and logical; but does not fully demonstrates in-depth understanding 20 points	Accurate content; supported by appropriate citations/references; clear and logical; demonstrates in-depth understanding 45 points
Counseling Profession Guidelines	Missing Accurate content; missing content supported by appropriate citations/references; not clear and logical; does not demonstrates in-depth 10 pts	Somewhat accurate content; missing content supported by appropriate citations/references; not always clear and logical; or not demonstrates in-depth understanding 15 pts	Accurate content; supported by appropriate citations/references; clear and logical; but does not fully demonstrates in-depth understanding 20 points	Accurate content; supported by appropriate citations/references; clear and logical; demonstrates in-depth understanding 45 points

MULTICULTURAL SERVICE-LEARNING EXPERIENCE

Each Student will complete Multicultural Service-Learning Experience. A MSLE is an activity designed to help students gain cultural knowledge, increase sensitivity to culturally diverse people, and become more culturally effective helpers. The purpose of the activity is through service learning in a cross-cultural setting to gain new and direct knowledge of a cultural with which you have little or no experience with. Students will engage in a service learning activity for at least five clock hours, and write a reflection paper on their experience. After the MSLE experience, students will write a **5** page reaction paper.

Follow **APA style** for the creation of headings in your paper. Headings should refer to the following topics:

- A. Provide the reasons for selecting the experience and what does counseling literature says about the population served (Utilize a minimum of 5 peer-reviewed sources – your textbook counts as a reference).
- B. Description of the experience. How were you impacted by the observations, and interactions at the volunteer site?
- C. What was learned about the cultural group involved based on your interactions and observations (aspects of values, worldview, or communication style of this group; particular issues often common among this group; impact of sociopolitical history upon this group, effects of cultural and environmental factors on school performance, work, etc.)
- D. Feelings/Reactions to the experience, including what these thoughts and feelings imply about you (e.g., your identity level, prejudices/stereotypes, knowledge or lack of knowledge about this group, etc.)
- E. Advocacy: Describe strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination for the population that you served.
- F. The value of the experience for counselors-what did you learn that counselors should be aware of in working with clients from this group, how should practice be adapted, etc.

I will particularly be looking for how you are integrating the concepts you have learned from class discussions, readings, and instruction with this hand on experience.

The process to be used:

- 1 Preparation: Identify a need within the community, and search for available opportunities to meet this need.
- 2 Approval: Provide a rationale of services and get approval from the instructor to see if the activity/location to be served is appropriate.
- 3 Serve: Serve at the approved site for 5 or more clock hours. Get signatures for the service learning hour log.
- 4 Reflection: Write the reflection paper utilizing the prompts indicated above.
- 5 Submit: The reflection paper, service learning hour log, and survey.

Important Considerations:

1. The chosen site must not be connected with your work or be a place that you currently volunteer or have volunteered in the past. Students must work on this project independently and not with other students. The chosen site must demonstrate a cultural difference from you as articulated in this course and should put you outside of your normal comfort zone.
2. Volunteer duties must involve direct interaction with the population served and cannot be clerical in nature.
3. The chosen activity must be approved by the instructor prior to completing the MSLE using the form found on the next page.
4. Move beyond your comfort zone to experience work with one of the following individuals or groups: *racial or ethnic minorities, children or individuals including but not limited to African American, American Indian, Asian Americans, Arab Americans, and Jewish Americans.*
5. The setting may or may not be related to professional counseling but must offer an environment that provides an opportunity for growth in cultural competence (**where your culture is in the minority**). If your racial or ethnic group is in the majority of the setting, select another site. In other words, if you are white, do not select a site with majority white clients and if you are African American, do not select a site that serves predominately African American clients.
6. Make this an adventure to learn about something that you have been pondering, for example:
 1. Tutor a child from a different race, ethnic group, or sexual orientation
 2. Do a college preparation workshop for underrepresented individuals in higher education
 3. Volunteer at a youth program (Boys and Girls Club, YMCA, etc.) to work with those who are culturally different
 4. Volunteer at a shelter or food pantry serving diverse clientele
 5. Do a parenting class for mothers or families of a different race or cultural group
 6. Volunteer to do ‘meals on wheels’ for senior citizens; do an activity at a senior citizens/assisted living facility with diverse clients
 7. Sponsor and deliver a workshop for parents of racially or ethnically diverse children
 8. Sponsor a group of diverse elementary or middle school students on career awareness
 9. Take a group of children from underserved groups on a tour of UNT DALLAS
 10. Volunteer at a school for behavior or adjudicated youth who are ethnically
 11. Provide social and emotional support or mentoring for a child struggling minority student in a pre-advanced placement class

Use your imagination to work in an area that matches your passion!

Grading System:

Category	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
Paper APA/ Grammar	4	6	8	10
Reflection Paper	100	120	135	150

Proposal	5	10	15	20
Hour Log	10	20	25	30
Survey	10	20	25	30

MSLE PROPOSAL
University of North Texas Dallas
Dallas, Texas 75241

Date: _____

Name of Student _____ Telephone number _____

 Name of Agency/School Administrator/Supervisor

Counseling Culturally Diverse Clients (COUN 5790) class is required to complete an academic service-learning project. The project must meet a specific need in the school/community and provide prevention and/or intervention information focused on any aspect of helping with diverse clients, i.e. (a) person(s) of another race or ethnic minority, elderly, special needs, sexual minority, disabled, etc.

The academic service project can provide direct approved service, advocacy or giving information to support or help individuals who are underrepresented in society for the counselor in training. Each graduate student enrolled is asked to:

1. Confer and comply with the requirements of your school/ agency;
2. Implement the service-learning project after your agreement and approval;
3. Make a report regarding the process and assessment of participation in the service project; and
4. Reflect on whether it made a difference in their perspective of the cross cultural or multicultural needs in the school/community.

If you approve of the listed responsibilities of this student, please sign below and send the copy back with the student.

If you have questions, please call Dr. Joy Oliveira or email joy.telesoliveira@untDallas.edu for additional information.

Thank you in advance for your help in supporting this effort.

List of the Student's Duties

 Approved School/Agency Representative

 Date

Appendix II**COUN 5790 Multicultural Service-Learning Log/Survey**

Name _____

Date _____

Name and Address of the agency _____

Name and phone number of Supervisor _____

List the hours

Date	Duties Performed or Service Rendered	Student Initials	Supervisor Initials

Signature of Student _____

Signature of Supervisor _____ Date _____

Number of Service Hours Provided _____

- I. What do you know about the community/school that you did not know before doing the academic service-learning project?
- II. Did you get any unexpected benefit from doing the service-learning project?
- III. What could the instructor do to improve the link between service-learning and understanding the areas covered in this class?
- IV. What could be changed to make this academic service-learning experience better for the next class?

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas at Dallas makes reasonable academic accommodations for students with disabilities. Students seeking accommodation must first register with the Disabilities Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodation at any time; however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delays in implementation. Note that a student must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDDisability@untDallas.edu on the first floor of the Student Center.

Canvas Instructure Accessibility Statement:

University of North Texas at Dallas is committed to ensuring that online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. The Canvas Instructure Accessibility Statement is provided at <https://www.canvaslms.com/accessibility>.

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the UNT Dallas Academic Integrity Policy in the appropriate Catalog at <http://dallascatalog.unt.edu>.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Do NOT use Artificial Intelligence (AI) except for editing.

Web-based Plagiarism Detection: Please be aware in this course, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual orientation, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student's Rights, Responsibilities, and Conduct

will be referred to the Dean of Students as the instructor deems appropriate (UNTD Policy 7.001 found at <https://www.untDallas.edu/hr/upol>).

Classroom Disruption:

Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absence for that class period and any other classes the student misses as a result of not meeting with the Dean of Students. The student is responsible for missing material during all absences and the instructor is not responsible for providing missing material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (UNTD Policy 7.001 found at <https://www.untDallas.edu/hr/upol>) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

Course Evaluations:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester via your campus email, providing you a chance to comment on how this class is taught. I will not have access to the results of the evaluations until after final grades have been posted. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Bad Weather Policy:

Campus facilities will close, and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information, please refer to <http://www.untDallas.edu/police/resources/notifications>.

Inclement Weather and Online Classes:

Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Program Guidelines:**Respect and Interaction:**

Like counselors, counseling students promote respect and interaction in and out of the classroom. This means that counseling students will (a) demonstrate respect in non-verbal, verbal, and written communication for all people; (b) professionally manage biases; (c) be mindful of the needs of other students and assist them as appropriate; (d) inform the instructor if an inequity is observed, and (e) look for ways to include all members within the classroom and during other social interactions.

Technology Assistance:

In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Student Assistance (Distance Learning) at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- [UNT Dallas Canvas Technical Requirements](#)
- [Canvas Instructure Supported & Unsupported Operating Systems](#)