

**University of North Texas at Dallas**  
**Spring 2024**  
**SYLLABUS-Hybrid**

|  |   |   |
|--|---|---|
| <b>COUN 5790: COUNSEING CULTURALLY DIVERSE CLIENTS    3Hrs</b> |   |   |
| <b>Department of Counseling</b>                                |   | <b>School of Behavioral Health &amp; Human Services</b> |
| <b>Instructor Name</b>   | Dr. Yu-Fen Lin, LPC-S   |   |
| <b>Office Location</b>   | Building 1 Room 105R  |   |
| <b>Office Phone</b>  | 972-338-1378  |   |
| <b>Email Address</b>   | <a href="mailto:yu-fen.lin@untDallas.edu">yu-fen.lin@untDallas.edu</a>  |   |
| <b>Office Hours</b>  | Monday 3:00 – 7:00 pm and by Appointment  |   |
| <b>Class Meeting Day &amp; Time</b>                            | Monday 7:00-9:50 (Portion On-Line)  |   |
| <b>Classroom Location</b>                                      | Dal 1 Room 326  |   |
| <b>Course Catalog Description</b>                              | Development of counseling skills and strategies based upon the special needs and characteristics of culturally and ethnically diverse clients. 3 hours.   |   |
| <b>Prerequisites:</b>  | COUN 5680 & 5710  |   |
| <b>Required Text</b>   | Sue, D. W., & Sue, D. (2022). <i>Counseling the culturally diverse: Theory and practice</i> (9th ed.). New York: John Wiley & Sons.   |   |
| <b>Recommended Text and References</b>                         | <p>Ponterotto, J. G., Casas, J. M., Suzuki, L. A., &amp; 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> (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.</p> |   |



|   |                 |   |
|---|-----------------|---|
| understandings, within-group difference, and acculturative experiences on help-seeking and coping behaviors   |                 |   |
| d. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally                               | <b>III.B.4</b>  | <b>RCIDP</b><br><b>Quiz Chap. 12, 13, 14, 15, 17, 19, 20, 21, 22, 23, &amp; 24</b>            |
| e. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, and violence on counselors and clients       | <b>III.B.5</b>  | <b>Quiz Chap. 4</b><br><b>Community interview</b><br><b>MSLE</b>                              |
| f. the effects of various socio-cultural influences on mental and physical health and wellness, including public policies, social movements, and cultural values    | <b>III.B.6</b>  | <b>Quiz Chap. 8</b><br><b>Introspective Essay</b><br><b>MSLE</b>                              |
| g. disproportional effects of poverty and health disparities towards people with minoritized identities   | <b>III.B.7</b>  | <b>Quiz Chap. 23</b><br><b>MSLE</b>   |
| h. principles of independence, inclusion, choice and self-empowerment, and universal access to services within and outside the counseling relationship              | <b>III.B.8</b>  | <b>Quiz Chap. 2</b><br><b>RCIDP</b><br><b>MSLE</b>  |
| i. strategies for identifying and eliminating barriers, prejudices, and intentional and unintentional oppression and discrimination                                 | <b>III.B.9</b>  | <b>Quiz Chap. 1</b><br><b>Community Interview</b><br><b>Cultural Excursion</b><br><b>MSLE</b> |
| j. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities | <b>III.B.10</b> | <b>Quiz Chapter 5</b><br><b>MSLE</b>  |
| k. the role of religion and spirituality in clients' and counselors' psychological functioning  | <b>III.B.11</b> | <b>Quiz Chap. 18</b>  |

## **ATTENDANCE POLICY**

**Class Attendance, Timeliness, and Constructive Participation** are professional responsibilities. Students will have 50 points deducted from their total grade 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 50 points deduction.

**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.**

## INSTRUCTIONAL ASSIGNMENTS/ACTIVITIES:

### 1. Chapter Presentation (120 points)

- a. Present an assigned chapter in a classroom meeting.
- b. Prepare a PowerPoint presentation for 30-35 minutes that includes 15 minutes chapter's content, 10 minutes activity and video clips (you tube, movie clip, etc), 5-10 minutes discussion or activity time (at least incorporate two discussion questions in the presentation process).

### 2. Introspective Essays (100 points)

- A) Discuss an experience or experiences you personally have had/witnessed with racism, discrimination, or prejudice (50 pts).  
and
- B) Discuss your culture of origin (e.g., growing up, family, class, traditions, values, prejudices, stereotypes, etc.) (50 pts).

### 3. Cultural Immersion Experience (100 points)

Students will engage in activities that provide the opportunity to learn about diverse populations. For each immersion experience, you must immerse yourself by participating in an activity that falls outside the boundaries of your culture (considering all dimensions). Then you must write a 3–4-page paper, following APA guidelines, detailing your experience. In your paper you should identify and briefly describe the experience; discuss why you selected this experience; discuss your feelings and reactions to it; describe what you would do differently if you were to repeat this experience; and discuss the value of this experience to you as a counselor. **You are required to complete two different cultural immersion experiences. Each experience must cover a different dimension. All activities must be preapproved. This activity must be done alone – not with other students, family members, or friends.**

#### Grading Rubric

|   |     |
|---|-----|
| Identify and describe the experience  | 20  |
| Discuss why you selected the experience                                     | 20  |
| Discuss your feelings and reactions to the experience                       | 20  |
| Describe what you would do differently if you were to repeat the experience | 10  |
| Discuss the value of this experience to you as a counselor                  | 20  |
| Following APA guidelines  | 10  |
| Total   | 100 |

### 4. Community Interview (100 points)

Each student will conduct one interview with one of the following community leaders. Demonstrate an understanding of individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.

1. Interview a religious or spiritual leader from a perspective that is different from your own. For example, if you consider yourself Christian, you must interview a spiritual leader from a leader from non-Christian background. Or
2. Interview a leader from a cultural group where English is a second language. Or
3. Interview the leader of a program that focuses on providing services to the homeless and poor.

For the interview complete the following:

- A. Provide a rationale for choosing the person you interviewed.
- B. Describe the program they represent.

- C. Describe the services provided by the program and strategies they use to work with the population they serve.
- D. Describe what you learned about the individual and the population that he or she works with.
- E. Describe how what you learned is consistent and/or inconsistent with your beliefs and prior knowledge.
- F. This paper will be 3-4 pages (not including the cover page and reference page) and **must conform to APA writing guidelines.**

**5. Racial/ Cultural Identity Development Paper (RCID) (100 Points)**

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 chapter 10 and 11 from the textbook to discuss your cultural identity development. You will also discuss the multicultural counseling competencies and your development according to those competencies.

This paper will be 4-6 pages (not including the cover page and reference page) and **must conform to APA writing guidelines.**

**6. Article Review (50 Points)**

Summarize either the article “A Personal Journey Toward Culture Centered Counseling: An Interview with Paul Pederson” or “Profiling Gerald Wing Sue: Blazing the Trail for the Multicultural Journey and Social Justice in Counseling” and add your own observations (regarding culturally diverse persons in a professional setting). The two articles will be posted on Blackboard.

**7. Multicultural Service-Learning Experience (MSLE): (150 Points)**

See page 12-17 of the syllabus for complete instructions for this project.

**Evaluation (Instructional assignments and UNTD Blackboard use):**

- |   |                      |
|---|----------------------|
| <b>1. Chapter Presentation</b>                  | <b>(120 points)</b>  |
| <b>2. The Introspective Essays</b>              | <b>(100 points)</b>  |
| <b>3. Cultural Excursion</b>                    | <b>(100 points)</b>  |
| <b>4. Community Interview</b>                   | <b>(100 points)</b>  |
| <b>5. Cultural Identity Development Project</b> | <b>(100 Points)</b>  |
| <b>6. Article Review</b>                        | <b>(50 Points)</b>   |
| <b>7. MSLE</b>                                  | <b>(150 Points)</b>  |
| <b>8. Quiz/Exam</b>                             | <b>(130 Points )</b> |

**TOTAL=850 pts**

**Grading:**

**850-780=A**

**779-699=B**

**698-620=C**

**F<620**

## **Chapter Presentation Rubric**

**Total 120 points**

### ***Total Presenting Time: 30 min***

Presentation 15 min

Activities and Videos 10 min

Discussion 5 min

### ***Content***

50 pt

**Uses an appropriate introduction and conclusion and provides a reasonably clear and logical progression within and between ideas**

EXCELLENT (60-50 pt) an exceptional introduction and conclusion provides an exceptionally clear and logical progression within and between ideas. The introduction engages a majority of the audience in an appropriate manner, the body of the speech reflects clarity in organization, and the conclusion reflects the content of the speech and leaves a majority of the audience with a clear message or call to action.

SATISFACTORY (49-40 pt) the introduction and conclusion provide a reasonably clear and logical progression within and between ideas. The introduction clearly engages a majority of the audience in an appropriate manner, the body of the speech reflects clarity in organization, and the conclusion reflects the content of the speech and leaves a majority of the audience with a clear message or call to action.

UNSATISFACTORY (39 & under) The introduction and conclusion fail to provide a reasonably clear and logical progression within and between ideas. The introduction fails to engage the audience in an appropriate manner, the body of the speech reflects lack of clarity in organization, and the conclusion fails to leave the audience with a clear message or call to action.

### ***Supplementary Material (Video)***

20 pt

**Provides appropriate supporting material based on the audience and occasion.**

EXCELLENT (25-20 pt) 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.

SATISFACTORY (19-15 pt) 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.

UNSATISFACTORY (14 & under) 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.

### ***Activity***

20 pt

Take discussion as an example,

**Uses language that is appropriate to the audience, occasion, & purpose and demonstrates an ability to insert spontaneous comments in adapting ideas to the specific audience.**

EXCELLENT (20-16 pt) 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.

SATISFACTORY (15-10 pt) The language is clear, vivid, and appropriate and occasionally inserts spontaneous comments. Language is free of inappropriate jargon, is nonsexist, is not racist, etc. and exhibits a limited degree of comfort with impromptu additions to his/her text.

UNSATISFACTORY (9 pt) 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.

***PPT Quality***

20 pt

***Time control***

10 pt



## Cultural Identity Development Project

Directions: Drawing from your knowledge about yourself and experiences in our multicultural society, you are to describe your cultural identity development. What are your underpinnings and foundations?

1. Describe how your cultural self-understanding will enable you to be a culturally effective counselor.
2. What are some personal biases and limitations that may hinder you?
3. 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. You will use the **“Cultural Self-Exploration Questionnaire”** (this can be found in the handouts section) to help you provide the above information and information gleaned from the questionnaire. Try to interview as many of the persons listed as possible.
4. Define your own culture by covering the topics listed for your ancestors and how they have impacted your current view of culture.
5. Discuss your current level of multicultural competence based on the Multicultural Counseling Competencies (found in your textbook).
6. 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.)

**\*\*The paper must be 4-6 pages (not 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.**

### Rubric

**Introspective Essay:** Discuss an experience or experiences you personally have had/witnessed with racism, discrimination, or prejudice (50 pts).

#### Rubric

| Category  | Emerging<br>1  | Developing<br>2   | Proficient<br>3   | Excellent<br>4  |
|-----------|--|---|---|---|
| Events    | Central event is not described.                                  | Central events are minimally focused. Some supporting details are specific, but most are general and/or of limited relevance. | Central event is sufficiently focused. Most supporting details are specific and relevant. | Central events are clearly focused. All supporting details are specific and clearly contribute to the central event.  |
| Relevance | No relevance is described due to no central event is identified. | The event is not relevant to racism, discrimination, or prejudice.  | The event is proficiently relevant to racism, discrimination, or prejudice.               | The event is highly relevant to racism, discrimination, or prejudice.   |
| Impact    | Little of no mention of the emotional description.               | Describe some emotional and cognitive impact of the event to oneself on surface level.  | Recognize the emotional and cognitive impact of the event to oneself proficiently.        | Recognize the emotional and cognitive impact of the event to oneself and interpret the experience from the perspectives of own and from the social constructive perspectives. |

### Rubric-Personal Reaction Paper - Cultural Excursion

| Category  | Emerging<br>1   | Developing<br>2  | Proficient<br>3   | Excellent<br>4  |
|-----------|---|--|---|---|
| Events    | Central event is not described.                                     | Central events are minimally focused. Some supporting details are specific, but most are general and/or of limited | Central event is sufficiently focused. Most supporting details are specific and relevant. | Central events are clearly focused. All supporting details are specific and clearly contribute to the central event.  |
| Relevance | No relevance is described due to cultural exposure.                 | The event is not relevant to cultural exposure.  | The event is proficiently relevant to cultural exposure                                   | The event is highly relevant to cultural exposure.  |
| Impact    | Little or no mention of the thoughts and the emotional description. | Describe some of one's own emotional and cognitive reaction to the event on a surface level.                       | Recognize the emotional and cognitive reaction to this cultural exposure proficiently.    | Recognize the emotional and cognitive reaction to this cultural exposure and interpret the experience from the perspectives of own and from the social constructive perspectives. |

**COUN 5790 Racial/ Cultural Identity Development Paper Rubric**  
**COUN 5790 KEY PERFORMACE INDICATOR: 100 Points**

|  | Does not meet criteria  | Approaches criteria  | Meets criteria  | Exceeds criteria   |
|--|---|--|---|--|
| <b>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 your culture and others' culture)</b> | Not clear in understanding of own attitudes, beliefs, understandings, experiences that contributed to your own cultural identity development<br><br>10 points | Somewhat clear in understanding of own attitudes, beliefs, understandings, experiences that contributed to your own cultural identity development<br><br>15 points | Clear in understanding of own attitudes, beliefs, understandings, experiences that contributed to your own cultural identity development<br><br>20 points | Clear and in depth of understanding of own attitudes, beliefs, understandings, experiences that contributed to your own cultural identity development<br><br>25 points |
| <b>Demonstrates understanding of multicultural counseling theories by applying it to your own cultural identity (i.e., what RCID stage are you in)</b>   | Not clear in understanding of multicultural counseling theories by applying it to your own cultural identity<br><br>10 points                                 | Somewhat clear in understanding of multicultural counseling theories by applying it to your own cultural identity<br><br>15 points                                 | Clear in understanding of multicultural counseling theories by applying it to your own cultural identity<br><br>20 points                                 | Clear and in depth of understanding of multicultural counseling theories by applying it to your own cultural identity<br><br>25 points                                 |
| <b>Demonstrates understanding of how your cultural self-awareness enhances your role as a multiculturally responsive counselor</b>   | Not clear in understanding of how your cultural self-awareness enhances your role as a multiculturally responsive counselor<br><br>10 points                  | Somewhat clear in understanding of how your cultural self-awareness enhances your role as a multiculturally responsive counselor<br><br>15 points                  | Clear in understanding of how your cultural self-awareness enhances your role as a multiculturally responsive counselor<br><br>20 points                  | Clear and in depth of understanding of how your cultural self-awareness enhances your role as a multiculturally responsive counselor<br><br>25 points                  |
| <b>Demonstrate an understanding of</b>   | Not clear in understanding  | Somewhat clear in  | Clear in understanding  | Clear and in depth of  |

|   |   |   |   |   |
|---|---|---|---|---|
| <b>counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.</b> | of counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination<br>10 points | understanding of counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination<br>15 points | of counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination<br>20 points | understanding of counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination<br>25 points |
| <b>Demonstrate applying strategies on how to progress to the next stage and social justice strategies on the topic</b>                    | Not clear in applying strategies on how to progress to the next stage and social justice strategies on the topic<br>10 points                     | Somewhat clear in applying strategies on how to progress to the next stage and social justice strategies on the topic<br>15 points                              | Clear in applying strategies on how to progress to the next stage and social justice strategies on the topic<br>20 points                         | Clear and in depth of applying strategies on how to progress to the next stage and social justice strategies on the topic<br>25 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. 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. Reasons for selecting the experience and how you see the experience will contribute to your multicultural learning needs.
- B. Description of the experience. How were you impacted by the interview, observations, and interactions at the volunteer site?
- C. What was learned about the cultural group involved (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. 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:

Preparation-identifying a need, investigating and analyzing it and making a list or summary of the service to be rendered. The professor and student will work together to set the stage for learning and social action.

- 1 Action is the direct result of preparation. The service experience (list or summary) can be carried out up to two weeks prior to the final exam. It is expected to be 6 or more clock hours are documented with the Time Log
- 2 Reflection (using the Beginning, Middle and End of project in the form of a journal) is a vital and ongoing process in service learning that integrates learning and experience with personal growth and awareness.
- 3 Evaluation or Outcome measure-provides evidence that students have gained and accomplished stated goals through their community involvement. Writing your evaluation/outcomes of your participation will allow you to offer evidence to others and acknowledge what and how information/skills have been learned. In other words, answer the question, "What did you learn about yourself, counseling and working with diverse populations?"

**Level 1: Experiential Learning:** Involves contact with a culturally different community-based agency. Interview the agency director or other designated individual about the purpose of the agency and concerns of the population served. For example, visit a Native American Tribal Council and interview the director about programming for both children and adults, interview the president of a culturally diverse organization (Black Student Union, International Students Organization, Hispanic/Latino Center, etc.), interview the director of a program designed to help people who are Lesbian or Gay males, or the leader of a religious group (Jewish, Muslim, etc.), volunteer at an agency that provides services to individuals and families with disabilities. **Additionally, it is expected that 4 or more clock hours are documented with the Time Log. Students will also conduct interviews and either observe the activities at the agency and/or attend an appropriate orientation. This portion of the project should be approximately two hours. The total service for this project is 6 hours.**

**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.**

**The chosen site cannot be one of the sites used for your community interview.**

**Volunteer duties must involve direct interaction with the population served and cannot be clerical in nature.**

**The chosen activity must be approved by the instructor prior to completing the MSLE using the form found on the next page.**

Grading Rubric:

| Category              | NEED IMPROVEMENT | OK           | EXCELLENT    |
|-----------------------|------------------|--------------|--------------|
| Paper APA/<br>Grammar | <6 points        | 6-9 points   | 10-20 points |
| Paper Content         | <40 points       | 40-50 points | 50-60 points |
| Hour Log              | <10 points       | 10-14 points | 15-20 points |
| Survey                | <10 points       | 10-19 points | 20-30 points |
| Proposal              | <20 points       | 20-39 points | 40-50 points |

**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.*

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.

This is an opportunity to direct your learning based on your career direction as a professional counselor.

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 to work in an unfamiliar faith-based organization (i.e., Muslim, Jewish, etc.)
5. Volunteer at a shelter or food pantry serving diverse clientele
6. Do a parenting class for mothers or families of a different race or cultural group
7. Volunteer to do 'meals on wheels' for senior citizens; do an activity at a senior citizens/assisted living facility with diverse clients
8. Sponsor and deliver a workshop for parents of racially or ethnically diverse children
9. Sponsor a group of diverse elementary or middle school students on career awareness
10. Take a group of children from underserved groups on a tour of UNT DALLAS
11. Volunteer at a school for behavior or adjudicated youth who are ethnically
12. 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!

### **MSLE Project Schedule**

#### **1. MSLE Project Proposal Due**

**The MSLE must be completed with a community agency or a school that serves a cultural population with which you are not a member. It must also be one in which you have little familiarity and would place you outside of your normal comfort zone. Your presence at the organization would constitute your being in the minority. The place must be one where you do not know the people who work there, and it cannot be located where you work. You must also provide a description of how this location is different from you and how you hope to benefit from the experience. You must submit the signed proposal letter by the due date.**

#### **2. MSLE Project Paper Due**

**You must also submit the service-learning log and survey**



**Appendix I** - Cut and paste this letter (in a Word document with 12-point font and attach a list of service duties or summary of your service) to begin your project.

**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. Yu-Fen Lin (972-338-1378) or email [yu-fen.lin@untDallas.edu](mailto:yu-fen.lin@untDallas.edu) for additional information.

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

List of the Student's Duties

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\_\_\_\_\_  
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<br>Service Rendered | Student<br>Initials | Supervisor<br>Initials |
|------|---|---------------------|------------------------|
|      |   |                     |                        |
|      |   |                     |                        |
|      |   |                     |                        |
|      |   |                     |                        |
|      |   |                     |                        |
|      |   |                     |                        |
|      |   |                     |                        |
|      |   |                     |                        |
|      |   |                     |                        |

Signature of Student \_\_\_\_\_

Signature of Supervisor \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_

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**Service-Learning Log/Survey**

Class: \_\_\_\_\_

Community/School Service Site \_\_\_\_\_

Telephone number \_\_\_\_\_ email \_\_\_\_\_

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?
  
  
  
  
  
  
  
  
  
  
- V. Using the rating scale below, please answer the following:  
**Very extensively      extensively      somewhat      very little      none**



**Expectations:**

This class is operating on the “assumption” that you want to gain the most you can from the class and will therefore, invest yourself in readings and assignments and come to every class prepared to engage fully. I trust you will work to balance effectively your personal, academic, and professional commitment.

I assume the following:

- You will take responsibility for your own learning
- You will contribute to others’ learning
- You will ask for help when you need it

You can assume the following:

- I care deeply about your success---personally, academically, and professionally
- I want you to gain the most possible from this experience
- I am committed to my role in this venture
- I want to hear your experiences, ideas, and feedback
- I will hold you accountable to high (and reasonable) academic standards

### Class Schedule

| <i><b>Week/Dates</b></i>  | <i><b>Instructional Activities/Assignments</b></i>   | <i><b>Due Date<br/>(by 11:59pm SUNDAY)</b></i>           |
|---------------------------|--|--|
| <b>Week 1 (1/22-1/28)</b> | <b>Course orientation, introduction to multicultural counseling</b>  | <b>Canvas; Syllabus</b>                                  |
| <b>Week 2 (1/29-2/4)</b>  | <b>On-line instruction<br/>Chapter 1 Understanding Resistance to Multicultural Training<br/>Chapter 2 Multicultural Counseling and Therapy (MCT)</b>   | <b>Introspective Essay<br/>Quiz 1, 2</b>                 |
| <b>Week 3 (2/5-2/11)</b>  | <b>Chapter 4 Microaggressions<br/>Chapter 5 Sociohistorical Privilege and Oppression<br/>The color of fear</b>   | <b>Quiz 4, 5</b>   |
| <b>Week 4 (2/12-2/18)</b> | <b>On-line instruction<br/>Cultural Excursion<br/>Chapter 3 Cultural Perspectives and Barriers: The Individual Interplay of Cultural Experiences<br/>Chapters 8 Multicultural Counseling Competence and Cultural Humility for People of Color Counselors</b> | <b>Cultural Excursion<br/>Quiz 3, 8</b>                  |
| <b>Week 5 (2/19-2/25)</b> | <b>On-line instruction<br/>Community Interview<br/>Chapter 9 Multicultural Evidence-Based Practice<br/>Chapter 10 Indigenous and Cultural Methods of Healing Among People of Color</b>   | <b>Community Interview<br/>Quiz 9, 10</b>                |
| <b>Week 6 (2/26-3/3)</b>  | <b>Chapter 12 Multicultural Counseling Contexts: African Americans<br/>Chapter 15 Multicultural Counseling Contexts: Latinx Communities</b>  | <b>Quiz 12, 15</b>                                       |
| <b>Week 7 (3/4-3/10)</b>  | <b>Chapter 6 Racial Ethnic Cultural (REC) Identity Attitudes in People of Color<br/>Chapter 7 White Racial Consciousness: Implications for Counseling and Psychotherapy</b>  | <b>Quiz 6, 7</b>   |
| <b>Week 8 (3/11-3/17)</b> | <b>Spring Break</b>  |  |
| <b>Week 9 (3/18-3/24)</b> | <b>On-line instruction<br/>Chapter 11 Culturally Competent Assessment<br/>Chapter 13 Multicultural Counseling Contexts: American Indians/Native Americans and Alaskan Natives</b>  | <b>Cultural Identity Development Due<br/>Quiz 11, 13</b> |

|                            |   |   |
|----------------------------|---|---|
| <b>Week 10 (3/25-3/31)</b> | <b>Chapter 14 Multicultural Counseling Contexts: Asian Americans and Pacific Islanders</b><br><b>Chapter 15 Multicultural Counseling Contexts: Latinx Communities</b><br><b>Closing Celebration</b>   | <b>Quiz 14, 15</b>  |
| <b>Week 11 (4/1-4/7)</b>   | <b>On-line instruction</b><br><b>MSLE Proposal Due</b><br><b>Chapter 16 Multicultural Counseling Contexts: Multiracial Americans</b><br><b>Chapter 17 Multicultural Counseling Contexts: Arab Americans</b>   | <b>MSLE Proposal Due</b><br><b>Quiz 16, 17</b>                                |
| <b>Week 12 (4/8-4/14)</b>  | <b>On-line instruction</b><br><b>Article Review</b><br><b>Chapter 18 Multicultural Counseling Contexts: Marginalized Religious Communities</b><br><b>Chapter 19 Counseling Contexts: Immigrants and Refugees</b>  | <b>Quiz 18, 19</b><br><b>Article Review</b><br><b>MSLE Project in Process</b> |
| <b>Week 13 (4/15-4/21)</b> | <b>Chapter 20 Multicultural Counseling Contexts: LGBTQ Communities</b><br><b>Chapter 22 Multicultural Counseling Contexts: Women</b><br><b>Closing Celebration</b><br><b>Personal growth reports</b><br><b>course evaluation</b>  | <b>Quiz 20, 22</b><br><b>MSLE Project in Process</b>                          |
| <b>Week 14 (4/22-4/28)</b> | <b>On-line instruction</b><br><b>MSLE Project</b><br><b>Chapters 21 Multicultural Counseling Contexts: Older Adults</b><br><b>Chapter 23 Multicultural Counseling Contexts: Individuals Living in Poverty</b><br><b>Chapter 24 Multicultural Counseling Contexts: Individuals with Disabilities</b> | <b>Quiz 21, 23, 24</b><br><b>MSLE Project in Process</b>                      |
| <b>Week 15 (4/29-5/2)</b>  | <b>Final:</b><br><b>MSLE Project Due</b>  | <b>MSLE paper Due</b>   |

### **Students with Disabilities (ADA Compliance):**

The University of North Texas at Dallas makes reasonable academic accommodations for students with disabilities. Students seeking accommodations 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 accommodations 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 letter 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](mailto: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.

**Web-based Plagiarism Detection:** Please be aware in some courses, 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 & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, 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 (UNT 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 missed 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 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.

**Technology Assistance:** In order to successfully access the materials in Canvas, 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 Distance Learning at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, it always enables pop-ups.

For more information see:

- UNT Dallas Canvas Technical Requirements: <https://community.canvaslms.com/docs/DOC-10721>
- Canvas Instructure Support & Unsupported Operating Systems: <https://community.canvaslms.com/docs/DOC-10720>