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Catalog Description
CEP 751: Special relational problems and processes in counseling setting for effectively counseling special minority populations.

Course Description
This course is intended to provide an in-depth exploration of issues involved in culturally competent counseling/consultation, counselor supervision, and counselor education. Current social and cultural issues, social change theory, oppression models, and advocacy action planning for counselor educators are addressed. All types of human diversity and equity issues in counseling/consultation, counselor supervision, and counselor education are reviewed. Students examine their own cultural heritage and state of multidimensional (racial/gender/class, etc…) identity development in relation to therapeutic relationships within the sphere of counseling.

Course Justification
An overview of the multicultural literature indicates that many training models have begun to gradually move beyond cultural sensitivity to macro-systemic diagnostics and culture specific knowledge and skill development. When interacting with clients, effective counselors integrate knowledge of relevant social underpinnings, sensitivity, and skills. The purpose of this course is to focus more specifically on assisting professional counselors to enhance the knowledge and skill components of a culturally competent counseling practice.

Course Philosophy
Without knowing ourselves, we cannot know others. Without a curiosity about others, we tend to struggle with understanding others’ behaviors. An assumption that drives this course is that people who intend to become counselors need to evaluate their own cultures, biases, and assumptions, before they can begin to evaluate others’ cultures, biases, and assumptions. Students who wish to pursue counseling need to be culturally competent, sensitive, respectful, and curious about others and the world in which they live.

Course Objectives
1) Understand the influence of one’s cultural identity, and associated norms and behaviors upon the counseling dynamic.
2) Understand the theoretical and clinical aspects of culturally competent counseling, including the impacts of historical, philosophical, societal, cultural, economic, and political dimensions on the counseling relationship.
3) Demonstrate knowledge of the characteristics and needs of culturally diverse clients served in community agencies by understanding the roles, functions, and professional identity of counselors.
4) Identify and understand implications of professional issues relevant to multicultural counseling including the cultural competencies mandated by the American Counseling Association.
5) Acquire the ability to integrate multicultural counseling theory into professional practice regarding the appropriate design, implementation, and evaluation of clinical interventions.

REQUIRED READING

Suggested:

COURSE EXPECTATIONS
Teaching and learning, like counseling, are not always comfortable, straightforward activities. They require constant change and challenge. Tolerance for ambiguity is consistently shown as a key competency for cross-culturally skilled individuals. We will be changing things constantly in this class, and I will be challenging you to the limits of your comfort levels. DO NOT expect to know everything about
everything we will do or you are expected to do from the first day of class. This is why you need to come to class, check webcat, communicate with your home group and me.

- **Attitude:** Stay open-minded and be willing to engage in perspectives other than your own. Attend to this course and your classmates. As a graduate student in a professional school, you will be graded upon your professional behavior to both me and your classmates and anyone outside of this class who helps educate us (guest speakers, interviewees, parents, etc.) If this is an issue, you will simply be asked to meet with me, and your attendance and participation grade will be adjusted accordingly.

- **Calling out/Calling on:** I will call on you, unexpectedly. I will call you out publicly if you are not paying attention, not following class rules for respect, sleeping, using electronics, etc. This is not me being mean. It is doing my best to keep you on-track and engaged so you can get the best possible grade in the course. FYI, your classmates might also call you out too, as this is part of maintaining a learning community.

- **Communicate:** Speak to/email me regularly. I cannot understand that you are experiencing difficulty unless you tell me. Please come to office hours, email, make an appointment, talk after class etc.

- **Readings/Coursework:** It is expected that students will read assigned material before coming to class. I will not lecture extensively on what you have read. Class time will be spent applying the readings, not reteaching them. A BRIEF portion of the beginning of class will be spent on questions from the readings. However, this will not be sufficient for you to grasp the material. If you do not do the readings, expect to be confused. Pop quizzes may occur.

- **Assignment Guidelines:** The guidelines for all of your assignments are extensive. I have spent much time developing these. Please read them prior to the due date. If you do not feel you understand what is expected of you after thoroughly reading the guidelines, please talk to me. IF YOU DO NOT READ the guidelines, do not expect to get a wonderful grade.

- **Cell phones/iPods/Computers:** Please turn off cell phones before class starts unless you have an EP (Emergency Possible) in which case, step outside. I do not care if the phone goes off in class; I do care if you start having a conversation. Please remove iPods/headphones, close the PDA’s/Blackberrys/phones and computers unless you have spoken to me about needing to take notes electronically. (FYI, if I see you playing games, surfing, texting, or otherwise working things other than the task at hand, expect to either be called out in class, or to be requested to speak with me after class).

- **Attendance:** You must sign in – legibly, on the sheet passed around the class. If you forget to sign in, it will count as an absence. Rest of attendance policy will be determined by class.

- **Emails:**
  - Emailed questions: Feel free to email me with questions about the class, however please note that I may not check my EMAIL at a time when you need your questions answered. (i.e. do not wait until the day the assignment is due to email me!) Also please note that if you do not email me from a university account, it may go to my junk mail. So if you do not get a response back from me (assuming you request one), talk to me in class. I generally do not respond to emails when the information is found elsewhere, such as this syllabus, the course catalog, the library, etc. Please, DO NOT EMAIL ME THROUGH WEBCAMPUS!!!!!!!!!!!!!!!
  - Missing class: If you miss class, please use your home groups to check what you missed (unless it is a significant absence). I also do not respond to emails when you are informing me of things (such as missing class) unless you request a response.

**Course Environment:** It is very important that we have an environment which is supportive that enables each student to succeed in this course. Therefore, as a class, you will determine our course policies which are fair to the entire class community. You will vote for these in class. **It is your responsibility to record the course policies on your copy of your syllabus as they are determined by the class. This is considered an addendum to this syllabus. Failure to record these policies is not a valid excuse for violating them at a later date.**

**Course Environment/Policies:** ***Exceptions to any of the policies are at the professor’s discretion.***

- **Late Work Policy:**

- **Attendance Policy:**

- **Group discussion Policy:**

**Student Expectations and Requirements/Methods of Instruction:**
Involvement and learning in the course will be facilitated by: lecture, group discussions, group work, writing exercises, videos, and reading. This is an experiential class. I will provide some of the conditions which will allow you to participate or encourage you to participate. The degree to which you become involved is dependent on your goals for this experience and the responsibility you choose to assume for your education.

You will be expected to devote time inside and outside of class for learning. Students may be expected to complete class requirements beyond the published meeting times. This varies by course and instructor (University of Nevada, Reno 2002-2003 General Catalog, p.11). While readings are assigned, you are encouraged to read additional material as it interests you.

- Instructional methods will include lecture, large group discussion, and small group discussion/work. In addition, class simulations, case study evaluations, class activities will be used.
I will on occasion play Devil's Advocate. Please remember that this is a role I am playing in order to advance the discussion or thoughts in the class. It is not intended to display my opinion on content or individuals.

Technology, videos, and internet resources will be utilized. This course is listed on WebCT. Please make sure you have a Net ID and a password to log in. A copy of the course syllabus will be posted there. All assignment guidelines must be downloaded from the site. We will use discussion board and other tools on the site.

Assessment - Each assignment has an in-depth rubric available on Webcampus. The following is the course assessment guideline.

- **“A range” (90—94 =A-/ 95-100=A)** grade means Superior Effort
  - All work is of outstanding quality, which would include **going above and beyond expectations or exhibiting unusual and creative insight and critical thought, for example in all of the following areas:**
    - support of, linkages to, and appropriate attribution of academic theory, conceptual frameworks, and factual definitions, examples etc. are evident throughout work.
    - Syntheses are created by expounding and critically reflecting on the above, and including it with examples from life, classrooms, case studies, etc. to consider ways the information might be made new and unique.
    - Personal reflection of knowledge/skills, and their importance for classroom work are included.
    - Written work is excellent in language (grammar, expression, typo-free) and presentation.
    - Attendance, participation professionalism are exemplary. Your oral and written efforts are part of participation. This includes work you do both inside and out of class, as well as in small and large group work. You are expected to address your classmates, guest speakers, and your professor in a respectful and professional manner. The following are examples of unprofessional behavior (although this is not an exhaustive list): Engaging in side conversations, doing work for other classes, not being present/habitually late, texting, verbal or written aggression to other members of the learning community are all considered unprofessional. Final determination of what constitutes lack of professional behavior lies with the instructor.

- **“B range” (80-83=B-/84-87=B/88-89.4=B+)** grade means Above Average Effort which does not distinguish itself outside of student reactions.

  All work is considered very good work and includes meeting expectations as outlined in individual assignments. Work consistently lacks one or more of the above criteria for an A. Slight weaknesses may exist in writing/assignment quality, attendance, participation and professionalism.

- **“C range” (70-73=C-/74-77=C/78-79.4=C+)** grade means Average Effort requiring improvement

  Work in this area shows a definite need for improvement for the graduate level in order to become a skilled academic. This may include any number of areas including written work, documentation and support, and originality. Depth of critical thought, use of examples are lacking. Concerns also exist in participation, attendance and professionalism. Portions of assignment may be missing or unclear. Please note that graduate students can earn a C or below in a course. According to the graduate school however, if their grade point average falls to a C or below, they may be in danger of being removed from the program.

- **“D range” (69-60)** is considered Inadequate to meet minimum course and COE requirements.

  Work in this area clearly falls beneath graduate calibre. Multiple areas of concern including weak or thin and unsupported writing, missing assignments or portions of assignments, and issues with attendance, participation and professionalism. Questions of plagiarism of sections of assignments may exist in this area. A D grade will require repetition of the course.

- **“F range” (59 and below).** Work earning less than 60 will be considered failing work. Plagiarized work will earn a failing grade – for the assignment and possibly the course, at the professor’s discretion.

**ACADEMIC DISHONESTY:**

Academic Dishonesty is considered a serious offense. Academic dishonesty includes: misquoted work, fabrications of assignments/locations, work submitted without reference pages/body documentation when requested, assignments presented for another course, downloaded materials/lessons/units or presentation of any work not done by oneself.

From the UNR Student Handbook (2004):

  Subsection A: Academic Dishonesty
  Academic dishonesty is against university as well as the system community standards.
Academic dishonesty includes, but is not limited to, the following: Plagiarism: defined as submitting the language, ideas, thoughts or work of another as one’s own; or assisting in the act of plagiarism by allowing one’s work to be used in this fashion. Cheating: defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one’s place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official.

Subsection B: Sanctions for Violation of Academic Standards
Sanctions for violations of university academic standards may include the following: (1) canceling the student’s enrollment in the class without a grade; (2) filing a final grade of “F”; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper. A student may also be subject to discipline for academic dishonesty pursuant to the provisions of the Board of Regents Code, Title 2, Chapter 6. (p. 166)

Assignments: NB: THESE ARE BRIEF GUIDELINES and may change. More specific guidelines to be presented as assignments near.

1. Participation -30% - Your active participation in this class is vital to everyone’s success. Participation includes both large group, small group, reading reflections, quizzes and homework as assigned in class. To assess participation beyond written assignments, you will rate your participation and I will rate you on the same criteria to achieve a combined score.

2. Background paper – 15% - This is a cultural self-assessment involving both the ADDRESSING cultural factor approach from the Hays book as well as additional questions regarding the impact of those factors on your life.

3. Cultural investigation project – 30% - This will be an in-depth investigation into a cultural group of which you are NOT a member. It will involve background research, an interview and a group experience. Your topic must be approved by the professor before you may begin the project. You must complete the research portion prior to completing the interview or group experience.

4. Treatment Plan -20% This will be an individualized project co-designed by student and professor. Advanced students may opt to develop comprehensive client analyses and a treatment plan for clients with whom they are currently working. Students newer to the program will complete the project using case examples, and will concentrate more on the research aspect, than treatment plan.

5. Final 5%— Objective questions modeled after NCE/CACREP exam, as well as end of term review of MC Counseling Competency Scale.

General Guidelines for Presentation of all Assignments:
• Each assignment has an assignment guideline handed out separately. Please review it carefully well before the due date. Failure to do so will seriously impact your grade.
• All work must be typed using APA style, 12 point, single sided and double-spaced please. Please staple it.
• Written, researched work is required thus spelling, grammar, written work should be of the caliber expected in an advanced level (700) course.
• Any researched work required must come from ACADEMIC, peer-reviewed journals, fully documented in both the body of the paper and in the bibliography using APA style (not MLA). If you do not know APA style, please consult the library or the APA style guide (5th edition). Websites are not acceptable, nor are magazines, newspapers, or Wikipedia. Use the library and any of the database/search engines found via the UNR library’s website such as ERIC, Worldcat or Psychlit. Articles used must be dated 1990 or later. Any exceptions to this will be noted on the assignment guidelines.
• In any work done for this course, no matter how “informal” it may seem, any thoughts which are not your own must be appropriately cited using APA style again both in body and bib of the paper.
• Please use your N number on your assignments, please do not use your name unless otherwise instructed.

Accommodations and Services for Students with Disabilities:
The Disability Resource Center (DRC) offers a wide range of support services and accommodations for students with specific documented disabilities. The DRC believes that you will find the students, staff, and faculty at the University of Nevada, Reno to be sensitive to your needs and eager to make every reasonable accommodation to assist you in attaining your academic goals. Sometimes, however, you may encounter a situation or concern that requires assistance. FEEL FREE TO CONTACT OUR OFFICE. YOUR NEEDS ARE OUR CONCERN. The DRC is located in room 107, Thompson Student Services Center. 784-6000.

Disclaimer:
Information contained in this syllabus was, to the knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between the University of Nevada, Reno (UNR) and any student. The instructor reserves the right, acting within the policies and procedures of UNR, to make changes in course content, assignments, and/or instructional techniques without notice or obligation. You are strongly encouraged to speak to the instructor for any additional help or concerns you may have. As is true for all of the work you do for all of your classes, your instructor and others may review your work while evaluating the quality of courses and programs. However, your work cannot be used for any research projects without written approval from the UNR Office of Human Research Protection.