



Advanced Multicultural Issues in Counselor Education and Supervision

The University of Toledo
 College of Health and Human Services
 School of Intervention & Wellness
 COUN 8180
 4 CR HRS
 Spring 2021

Instructor: Tanesha L. Walker, PhD, LPC

Office Hours: Mondays, 10a-1p, Tuesdays 10a-12p via WebEx. You can access Dr. Walker's personal room here <https://utoledo.webex.com/meet/tanesha.walker2>

Office Location: HH 3100D. This address sits on multiple territories of native lands including Kickapoo, Fox, Peoria, Kaskaskia, Potawatomi, Myaamia, and Cession 66.

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Class Location/Times: BlackBoard Collaborate, Tuesdays 4-7:40 pm

COURSE/CATALOG DESCRIPTION

This advanced course is designed to prepare counseling students for leadership and advocacy in the areas of diversity, inclusion, and equity in counselor education and supervision.

COURSE OVERVIEW

Leadership and advocacy is discussed in the context of professional counseling practice, pedagogy, supervision, and research. This course also covers models and theories relevant to advanced multicultural, diversity, and inclusion practices.

This course contributes to meeting some of the 2016 standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation general program objectives and curriculum standards related to doctoral professional identity (Section 6B):

1. 6B1f: Ethically and culturally relevant counseling in multiple settings
2. 6B2k: Culturally relevant strategies for conducting clinical supervision
3. 6B3h: Ethical and culturally relevant strategies used in counselor preparation
4. 6B4l: Ethical and culturally relevant strategies for conducting research
5. 6B5a: Theories and skills of leadership
6. 6B5e: Leadership, management, and administration in counseling organizations and other institutions
7. 6B5i: Roles of counselors and counselor educators advocating on behalf of the profession and professional identity.
8. 6B5j: Models and competencies for advocating for clients at the individual, system, and policy levels
9. 6b5k: Strategies of leadership in relation to current multicultural and social justice issues

10. 6B5l: Ethical and culturally relevant leadership and advocacy practices

COURSE OBJECTIVES/STUDENT LEARNING OBJECTIVES

1. Students will be able to identify, understand, and apply ethically and culturally relevant counseling in multiple settings. *[CACREP Standard 6B1f]*
2. Students will be able to identify, understand, and apply culturally relevant strategies for conducting clinical supervision. *[CACREP Standard 6B2k]*
3. Students will be able to identify, understand, and apply ethical and culturally relevant strategies used in counselor preparation. *[CACREP Standard 6B3h]*
4. Students will be able to identify, understand, and apply ethical and culturally relevant strategies for conducting research. *[CACREP Standard 6B4l]*
5. Students will understand, apply, and create leadership, management, and administrative plans in counseling and other professional organizations. *[CACREP Standard 6B5e]*
6. Students will understand and apply the roles of counselors and counselor educators who advocate on behalf of the profession and professional identity. *[CACREP Standard 6B5j]*
7. Students will understand, apply, and create plans for advocating for clients at the individual, system, and policy levels. *[CACREP Standard 6B5j]*
8. Students will understand, identify, and apply strategies of leadership in relation to current multicultural and social justice issues. *[CACREP Standard 6B5k]*
9. Students will understand and apply ethical and culturally relevant leadership and advocacy practices. *[CACREP Standard 6B5l]*

TEACHING STRATEGIES

This course will be taught in a synchronous, online format. Engaged pedagogical practices will be implemented, meaning students will be expected to take an active part, along with the instructor, in co-creating an effective learning environment that meets the needs of the class. Your learning in this course will be dependent on your engagement with readings, assignments, course discussions, and course participation.

Blackboard will be used as the primary tool for course engagement and enhancement. Students should have a computer or access to a computer running Windows XP, Vista, or 7, or a Macintosh with the latest system software and the ability to play audio and video. A high speed Internet connection with latest versions of Microsoft Internet Explorer or Mozilla Firefox are recommended as these two browsers appear to work best with Blackboard. If you have a problem accessing, reading, displaying, or playing any of the content on the Blackboard site, DO NOT contact your instructor. Instead, contact Learning Ventures (419.530.8835) for assistance.

Experiential Nature of the Course

The course is intended to raise multicultural awareness (of self and others) and help students learn how to form culturally responsive and intentional counseling relationships. Due to the experiential nature of this course, punctual attendance, promptness, and preparation are mandatory as they are crucial to your learning and your peers' learning. Being an effective, culturally competent, and culturally responsive professional requires students to examine

themselves and their own attitudes, values, beliefs, biases, stereotypes, and assumptions. Sometimes, this can be challenging.

During the course we will address a number of sensitive issues about which you may feel very strongly. At times, you may also feel confused or uncertain about your feelings. One goal of the course is to turn discussions into learning opportunities, not just about issues, but also about yourselves. This objective depends on our ability to establish a safe and trusting environment for all to speak and share and explore their views and feelings. It is essential that you hear — and listen — to as many viewpoints as possible. To facilitate this, enrollment and continuation in this class means you agree to the following:

1. **Confidentiality.** Information and remarks — particularly of a personal nature — shared in class are confidential. Only abstract ideas and issues should be discussed outside of class. You may choose to share your personal feelings and experiences outside of the class, but please honor others' disclosures and hide other participants' identifiable information.
2. **Respect** the rights of others to see the world differently than you do.
3. **Acknowledge** that racism, sexism, and other "isms" exist and are likely to surface from time to time. We have learned these "isms" involuntarily. In order to move beyond our stereotypes and prejudices, we need to allow them to surface. If you are too worried about being "politically correct," you tend to not talk. Thus, we will welcome "mistakes," risk taking, attempts to learn about other groups, and curiosity, accepting that "where we are presently is the only place we can be."

PREREQUISITES

Completion of a master's-level cultural diversity course in counseling (COUN 5160).

REQUIRED TEXTS AND MATERIALS

Chang, C. Y., Barrio Minton, C. A., Dixon, A. L., Myers, J. E., & Sweeney, T. J. (Eds.) (2011). Professional counseling excellence through leadership and advocacy. New York, NY: Taylor & Francis.

Hays, D. G., & Erford, B. T. (2018). Developing multicultural counseling competence: A systems approach (3rd ed.). Boston, MA: Pearson.

*additional readings as listed on the course schedule will be provided on blackboard.

COURSE AND INSTITUTIONAL POLICIES

Policy on late or unfinished assignments:

Late assignments are subject to a penalty of 10% of the award for every day they are late.

IMPORTANT: A grade of PR will not be awarded except under extraordinary circumstances, such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately and keep the instructor abreast of the situation. If all assignments are not received by the end of the examination period the student will be awarded an Incomplete. If the assignments are not received by the end of the next semester the Incomplete will be changed to an F. No assignments will be accepted after this date, in other words, the F will stand. Cheating, submitting work other than your own, or plagiarism may result in penalties ranging from an F in the course to expulsion from the university.

The University of Toledo's Missed Class Policy: Please be sure to review the University's missed class policy.

Accommodation of student needs: Students needing special arrangements for test taking, note taking, special print, or other considerations for successful completion of the course should discuss these needs with the instructor at the beginning of the course. Every effort will be made to make reasonable accommodations to facilitate student learning and performance.

Electronic devices: Students may record lectures as long as this can be done unobtrusively. Communication devices must be turned to vibrate as a courtesy to others.

Course Changes: The course schedule, requirements, procedures, content, etc., are subject to change by the instructor once the course is underway. Students will be apprised of any changes during regular class meetings.

Nondiscrimination on the Basis of Disability

The University is an equal opportunity educational institution. Please read The University's Policy Statement on Nondiscrimination on the Basis of Disability – Americans with Disabilities Act Compliance.

Academic Dishonesty

All students are subject to the University Policy Statement on Academic Dishonesty in the current University Catalog. Academic dishonesty will not be tolerated. Please read The University's Policy Statement on Academic Dishonesty.

Copyright Notice

The materials in the course website are only for the use of students enrolled in this course for purposes associated with this course, and may not be retained or further disseminated.

GRADING POLICIES

Learners will be assessed as follows. Specific guidelines and grading criteria will be provided with each assignment. Grades and instructor feedback for each assignment will be posted to the Grade Book within one week, if not earlier, after each assignment has been completed.

Assignments/Assessments	Total Points
Weekly Discussion Participation	30
Best Practices Presentation	20
Leadership & Advocacy Project & Presentation	40
Semester Reflection	10
Total	100

Learners are expected to complete and submit all assignments by the due date listed in the Course Schedule. Late assignments and make-up tests will not be permitted unless arrangements are discussed and approved well before the required due date. Ask questions as soon as possible by email or by phone if you do not understand an assignment. Due to the nature of this course, no extra credit will be offered.

Detailed Descriptions of Assignments are found below. Comprehensive rubrics can be found on Blackboard.

The grading scale for this course is as follows:

A	96-100	C	70-72
A-	91-95	C-	67-69
B+	86-90	D+	63-66

B	81-85	D	60-62
B-	77-80	D-	57-59
C+	73-76	F	56 or less

AMERICANS WITH DISABILITIES ACT

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course, please contact the Student Disability Services Office at 419-530-4981 (voice) or 419-530-2612 (TDD).

Statement of Diversity and Inclusion: In concert with the University of Toledo's values and expectations, the students, faculty and staff within the College of Health and Human Services uphold the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse students, faculty and staff; to challenge stereotypes; and to promote sensitivity toward diversity and foster an environment of inclusion in all curricular and extra-curricular activities. Hence, all students enrolled in this course will be expected to:

1. Be considerate of the thoughts and ideas of others
2. Demonstrate accountability, integrity and honor in all course-related activities
3. Promote a collaborative and supportive educational environment
4. Treat every individual with kindness, dignity, and respect regardless of:
 1. Gender
 2. Race / Ethnicity
 3. Religion
 4. Sexual Orientation
 5. Gender Identity, Gender Expression
 6. Impairment(s) / Disability(ies)
 7. Political Views
 8. Social Class / Socioeconomic Status
 9. Linguistic Diversity
 10. Nationality / Country of Origin
 11. Other Element(s) of Uniqueness

You can visit the University of Toledo's web-page on diversity and inclusion at <http://www.utoledo.edu/diversity/>.

GENERAL ACCESSIBILITY STATEMENT ON COURSE TECHNOLOGY

In conjunction with The University's commitment to ensuring equal access to all technology-based information, this course contains technologies that learners can use regardless of age, ability or situation. The course's platform, Blackboard Learn, is a certified web-accessible platform, satisfying Level AA conformance criteria of Web Content Accessibility Guidelines (WCAG 2.0). External sites used in the course, such as Echo360, are compliant with Section 508 standards, and the media players used in the course support closed captioning, are keyboard operable, and compatible with screen reading software.

If any accommodations, beyond what is provided, are needed for equal access to any of this course content, please contact the instructor as soon as possible. The University of Toledo's Office of

Student Disability Services processes closed captioning requests for videos and other media from the instructor, which may take up to four (4) business days to complete.

ASSIGNMENT DESCRIPTIONS

Weekly Discussion Participation and Attendance (2 points/week = 30 points total)

Students will earn credit for their attendance and participation in each week's class. This class is structured in a dialogue and discussion based format, therefore it is imperative that students come to each class prepared. Students can come to class prepared by reading all assigned readings and making a general outline of their thoughts, impressions, questions, agreements, and/or disagreements with the reading. Students should be prepared to share these impressions with their peers in class. Students *will not earn* points for the week if they do not come to class prepared to enrich the learning community and participate in community dialogue.

Diversity, Inclusion, Equity, & Justice Best Practices Group Presentation (20 points)

Students will work in small groups (two to three students) to create a presentation that details best practices in for diversity, inclusion, equity, and justice in one of the following areas: (a) counseling practice, (b) counseling supervision, (c) counseling research, (d) counselor preparation, or (e) counseling leadership/advocacy. This presentation should include a robust review of literature, to include any existing models for these practices. Additionally, students will summarize best practices overall and give concrete examples of their application. Students will conceptualize this presentation from a counseling leadership/counselor education perspective. This presentation should last 45 to 60 minutes. Assignment Rubric is available on blackboard.

Leadership & Advocacy Project & Presentation (40 points)

Students will select a site, organization, or project of their choosing to fulfill the requirements of this project. This project requires students engage in a leadership and/or advocacy role as it relates to counseling, counselor education, counselor supervision, or community/professional engagement. This project must be related to diversity, inclusion, equity, and/or justice in some way. Students should identify their advocacy project early in the semester and acquire pre-approval from the instructor before engaging in the work to ensure it meets course and assignment requirements.

Students will select their project and engage in leadership/advocacy with the project/group over the duration of the semester. This project should end in a tangible product and/or resource as it relates to the project or the organization.

To fulfill assignment requirements students will engage in this process and then present on their experiences at the conclusion of the semester (see course schedule below). Student presentations should last 30-45 minutes and provide the following:

5. A thick description of the site/project in which student was engaged to include how this site/project meet the requirements for this project.
6. Why the study chose this project.
7. A project timeline.
8. The actions related to leadership and advocacy the student engaged in.
9. The results of student engagement (products, etc.).
10. The leadership/advocacy style the student utilized to engage in this project.
11. How the project was conclude and a plan for the organization/project's future.

Students will present this information to the class and provide an executive summary of project activities outlining the above to classmates and the instructor (approximately 2-3 pages).

Assignment Rubric is available on blackboard.

Semester Reflection (10 points)

In this assignment students will reflect on their growth and multicultural, social justice, and advocacy leaders and practitioners across the course of the semester. Students will discuss how their competence in multicultural counseling, supervision, teaching, research, ethics, and leadership has evolved over the course of the semester. In addition, students will discuss their plans for continue development in these areas.

Students will discuss the impact of their advocacy project on their identity and their development as an advocacy leader. Students will identify areas of strength and weakness and present a plan for their continued advocacy as a counseling professional.

This assignment should be 5-7 pages in length. A comprehensive rubric is available on blackboard.

Extra Credit Opportunity ** (10 points)

Students will have an opportunity to present on a topic of their choice in the areas of diversity, inclusion, and social justice in COUN 5160 Cultural Diversity for Counselors which is a Masters-level course. Presentations have to be 45 minutes long and topics must be approved by instructor by the second week of classes. Students will be graded and provided with extensive feedback on instructional techniques and strategies.

Course Outline

Week	Date	Topic and Readings
1	01/19	Cover course requirements H&E: Chapter 1, The Culturally Competent Counselor H&E: Chapter 2, Cultural Identity Development H&E: Chapter 3, Social Justice Counseling
2	01/26	H&E: Chapter 4, Racism and White Privilege Chang et al: Chapter 1, Leadership in the Counseling Profession
3	02/02	H&E: Chapter 5, Gender and Sexism Chang et al: Chapter 2, Foundations of Leadership Chapter 3, Professional Leadership
4	02/09	H&E: Chapter 6, Sexual Orientation and Heterosexism Chapter 7, Social Class and Classism Chang et al: Chapter 4, Becoming Leader
5	02/16	NO CLASS (Instructional Break)
6	02/23	Best Practices In Counseling Leadership & Advocacy (Presentation) H&E: Chapter 8, Disability, Ableism, and Ageism Chang et al: Chapter 5 and 6, Professional Advocacy
7	03/02	Best Practices in Counseling Practice (Presentation) H&E: Chapter 16, Spiritual Diversity Chang et al: Chapter 7, Social Justice
8	03/09	Best Practices in Counseling Supervision (Presentation) Chang et al: Chapter 8, Theoretical Foundations of Advocacy Chang et al: Chapter 9, Advocacy in Action

Week	Date	Topic and Readings
9	03/16	Best Practices in Counselor Education (Presentation) Chang et al: Chapter 10, Leadership and Advocacy in Counselor Education
10	03/23	Best Practices in Counseling Research (Presentation) Chang et al: Chapter 11, Supervision: Promoting Advocacy
11	03/30	Chang et al: Chapter 12, Advocacy in Counseling Practice Chang et al: Chapter 13, Advocacy in Counseling Research
12	04/07	Chang et al: Chapter 14, Leadership Training in Counselor Education Chang et al: Chapter 15, Advanced Leadership
13	04/14	Advocacy Project Presentations H&E: Chapter 17, Alternative Approaches to Counseling Theories
14	04/21	Advocacy Project Presentations H&E: Chapter 18: Multicultural Diagnosis and Conceptualization
15	04/28	Semester Final Reflection Due

****The above schedule and procedures are subject to change at the discretion of the instructor.**