

Spring 2022

CE 534 Syllabus: Multiculturalism and Diversity

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<p style="text-align: center;">Winona State University Counselor Education Department CE 534 Multiculturalism and Diversity – Spring 2022 Semester Hours: 3</p>	
Course Location	This class is an asynchronous online course; there are no scheduled on-campus class meetings.
Instructor	Mitch Moore, PhD, LADC-S
Instructor Phone, E-Mail & Zoom	MMoore@winona.edu Office: (507) 535-2551 or Cell: (507) 951-3399 https://minnstate.zoom.us/j/9097426241
Program Website	https://www.winona.edu/counseloreducation/
Instructor Office Location	400 South Broadway, Suite 300, Rochester, MN 55904
Instructor Office Hours:	Tuesdays & Thursdays, 12:00 N to 4:00 PM by appointment , or other times by appointment

Short Faculty Bio: I am a licensed alcohol and drug counselor in the state of Minnesota (MN license #300769), and I have worked in the chemical dependency field since 1988. I have a doctorate degree in Adult Education from the University of Minnesota, and a MS in Counselor Education (1991), and BS degrees in Psychology and Political Science (1987), from Winona State University. I retired in 2012 from the Federal Bureau of Prisons as a drug treatment specialist where I developed and facilitated drug abuse programs for adult female and male offenders.

I. Course Prerequisites: Good standing with WSU/College/CED, and graduate status, no specific undergraduate/graduate course pre-requisites are required for admission to the course.

II. Course Description: The purpose of this course is to: (1) promote student growth and development through the learning and practice of basic communication and helping skills; (2) study cultural diversity as it relates to human relations and communication; (3) examine gender and sexual orientation in terms of human relations and communication; and (4) address human relations and communication as they relate to special populations (persons with disabilities, older adults, economically disadvantaged individuals, children, etc.) Grade only. This course will also cover substance abuse issues as relates to diverse cultures, specifically as addressed by the SAMHSA Treatment Improvement Protocol (TIP) 59.

III. Methods of Instruction: Internet-based learning; lecture/discussion; case studies and responses to structured exercises; and the use of technology and media including videos, Podcasts, films, PPTs, etc.

IV. Required Text and Other Readings:

Bohannon, P. & van der Elst, D. (1998). *Asking and Listening: Ethnography as Personal Adaptation*. Long Grove, IL: Waveland Press, Inc. ISBN-13: 978-0-88-1339871

Hays, D. G. & Erford, B. T. (2010). *Developing Multicultural Counseling Competence: A Systems Approach, 2nd Ed.* Upper Saddle River, NJ: Pearson. ISBN-13: 978-0-13-285102-2, ISBN: 10: 0-13-285102-4

Kimmel, M. S. & Ferber, A. L. (2017). *Privilege: A Reader, 4th Ed.* Philadelphia: Westview Press (Perseus Books). ISBN-13: 978-0-8133-5003-5

SAMHSA. (2014). *Improving Cultural Competence*, Treatment Improvement Protocol (TIP) #59. HHS Publication No. (SMA) 14-4849. Available for free download at:
<http://store.samhsa.gov/shin/content/SMA14-4849/SMA14-4849.pdf>

Addiction Counseling Certificate Program (ACCP) students will also need:

Baird, B. N. (2014). *The Internship, Practicum, & Field Placement Handbook: A Guide for the Helping Professions, 7th Ed.* New York: Pearson. ISBN-13: 978-0-205-95965-5

OR

Baird, B. N. & Mollen, D. (2019). *The Internship, Practicum, & Field Placement Handbook: A Guide for the Helping Professions, 8th Ed.* Philadelphia; Routledge. ISBN-13: 978-1138478701

This book will be used in all ACCP courses.

Other Suggested Resources:

Publication Manual of the American Psychological Association, 6th ed. (2010).

Washington, DC: APA. ISBN 9781433805622 or 9781433805615 **-OR-**

Schwartz, B. M., Landrum, R. E., & Gurung, R. A. (2014). *An Easy Guide to APA Style, 2nd ed.*

Washington, DC: Sage Publishing. ISBN: 978-1-4522-6839-2

NOTE: Other readings as assigned (see D2L course page).

V. Course Objectives and Learning Outcomes: Students who complete this course will be able:

1. To improve human relations and communications skills.
2. To become aware of one's own philosophy of life.
3. To become more aware of feelings, values, and goals.
4. To gain an understanding of the dehumanizing effect of prejudice, racism, sexism and other "isms".
5. To develop a conscious awareness and working knowledge of people who are culturally diverse.
6. To become aware of issues associated with special populations (e.g. children, older adults, people with disabilities, people living in poverty, etc.).
7. To discuss and develop human relations and communications strategies for empowering all people.
8. To develop an understanding of the concepts of tolerance and civility as they relate to human relations, diversity and communication.

VI. Course Assignments

#	Assignment	Due Date	Points
1	Midterm Exam	Week 8 (due 3/4/22, 11:59 PM)	50
2	Final Exam	Week 16 (due 5/5/22, 11:59 PM)	50
3	Short Quizzes	Weeks 2, 3, 6, 10, 12	100 (5 quizzes worth 20 pts. per quiz)
4	D2L Discussions	Weeks 4, 7, 11 & 14 (see tentative course schedule for specific dates)	100 (1 original post and 2 responses worth 25 pts. per discussion, X 4)
5	Project #1, Film Review & Paper	Week 5 (due 2/11/22, 11:59 PM)	50
6	Project #2, Visceral Cultural Experience/Social Media Page	Week 9 (due 3/18/22, 11:59 PM)	150
7	Project #3, Native American Paper <i>or</i> Recorded PPT Presentation	Week 13 (due 4/15/22, 11:59 PM)	100
	Total		600

Alignment with MN LADC Education Requirements:

Minnesota Licensed Alcohol and Drug Counselor (MN LADC) Education Requirements

Minnesota Statutes, section 148C.04, subdivision 5a.

(6) Multicultural aspects of chemical dependency to include awareness of learning outcomes described in Minnesota Rules, part 4747.1100, subpart 2, and the ability to know when consultation is needed.

VII. Course Content Areas

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards (2009 draft):

The course meets the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2009) Standards for Clinical Mental Health Counseling.

2016 CACREP STANDARDS Core	LOCATION OF EVALUATION						
	1. Mid- Term Exam	2. Final Exam	3. Quizzes	4. D2L Discus- sions	5. Project #1	6. Project #2	7. Project #3
1. PROFESSIONAL COUNSELING ORIENTA-TION AND ETHICAL PRACTICE							
1e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.	X	X	X	X	X	X	X
2. SOCIAL AND CULTURAL DIVERSITY							
2a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.	X	X	X				
2b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.	X	X	X				
2c. Multicultural counseling competencies.	X	X	X	X		X	X
2d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.	X	X	X	X		X	X
2e. The effects of power and privilege for counselors and clients.	X	X	X	X	X	X	X
2f. Help-seeking behaviors of diverse clients.	X	X	X	X		X	X
2g. The impact of spiritual beliefs on clients' and counselors' worldviews.		X	X				
2h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	X	X	X			X	X
3. HUMAN GROWTH AND DEVELOPMENT							
3i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.	X	X	X	X			
8. RESEARCH AND PROGRAM EVALUATION							
8j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.	X	X	X	X			
2016 CACREP STANDARDS School Counseling	LOCATION OF EVALUATION						
	1. Mid- Term Exam	2. Final Exam	3. Quizzes	4. D2L Discus- sions	5. Project #1	6. Project #2	7. Project #3
3. PRACTICE							
3k. Strategies to promote equity in student achievement and college access.		X	X				

2016 CACREP STANDARDS Clinical Mental Health Counseling	LOCATION OF EVALUATION						
	1. Mid- Term Exam	2. Final Exam	3. Quizzes	4. D2L Discus- sions	5. Project #1	6. Project #2	7. Project #3
1. FOUNDATIONS							
1b. Theories and models related to clinical mental health counseling.		X	X				
2. CONTEXTUAL DIMENSIONS							
2c. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.		X	X				
2i. Legislation and government policy relevant to clinical mental health counseling.		X	X				
2j. Cultural factors relevant to clinical mental health counseling.		X	X				

VII. Course Schedule

Week of	Topics & Assignments Please access all attachments on the D2L Course Content for each week!
1 1/10-14	Module 1: Introduction & Course Overview Syllabus and assignments; APA format; licensure & core functions. Complete the <i>Multicultural Awareness, Knowledge, and Skills Survey - Counselor Edition-Revised</i> (MAKSS-CE-R) (Pre-test), Due Friday, 1/14/22, 11:59 PM. <i>Baird The Internship, Practicum, & Field Placement Handbook, Ch. 6—Working with Diversity</i>
2 1/18-21 <i>M.L.K. Day!</i>	Module 2 & Hays & Erford Developing Multicultural Counseling Competence: A Systems Approach, 2nd Ed., Part 1, Chapters 1—The Culturally Competent Counselor, & Chapter 2—Cultural Identity Development. Bohannon & van der Elst <i>Asking and Listening: Ethnography as Personal Adaptation, Part 1: Alien Beings with Human Faces, Chapters 1-4.</i> Short Quiz #1 Due Friday, 1/21/22, 11:59PM.
3 1/24-28	Module 3 & Developing Multicultural Counseling Competence, Chapter 3, Social Justice Counseling. <i>Asking and Listening, Part 2: Improving the Observers, Chapters 5-17.</i> Special Topic Area: Overcoming Counselor Cultural Bias Short Quiz #2 Due Friday, 1/28/22, 11:59 PM.
4 1/31-2/4	Module 4 & Developing Multicultural Counseling Competence, Chapter 4, Racism and White Privilege. Kimmel & Ferber <i>Privilege: A Reader, 4th Ed., Part One—Seeing-and Refusing to See-Privilege Chs 1-8.</i> Discussion Question #1—Original post due Tuesday, 2/1/22; comments to others due Friday, 2/4/22.
5 2/7-11	Module 5 & Developing Multicultural Counseling Competence, Chapter 5, Gender and Sexism. Project #1, Film Review & Paper, Due Friday, 2/11/22, 11:59 PM.
6 2/14-18	Module 6 & Developing Multicultural Counseling Competence, Chapter 6, Sexual Orientation and Heterosexism. <i>Asking and Listening, Part 3: Ethnography as a Survival Mechanism & Part 4: The Curse of Ethnocentrism</i> Short Quiz #3 Due Friday, 2/18/22, 11:59 PM.
7 2/21-25	Module 7 & Developing Multicultural Counseling Competence, Chapter 7, Social Class and Classism. <i>Privilege: A Reader, Part Two—Understanding Privilege, Chs 9-15</i> Special Topic Area: Addressing the Behavioral Health Needs of Men. Discussion Question #2—Original post due Tuesday, 2/22/22; comments to others due Friday, 2/25/22.
8 2/28-3/4	Module 8 & Developing Multicultural Counseling Competence, Chapter 8, Disability, Ableism, and Ageism. Mid-Term Exam is due Friday, 3/4/22, 11:59 PM.
3/7-11	Spring Break—No Classes Continue to review Module 8 materials.
9 3/14-18	Module 9 & Developing Multicultural Counseling Competence, Chapter 9, Individuals and Families of African Descent. Project #2, Visceral Cultural Experience & Facebook Page, Due 3/18/22
10 3/21-25	Module 10 & Developing Multicultural Counseling Competence, Chapter 10, Individuals and Families of Arab Descent. SAMHSA. (2014). <i>Improving Cultural Competence, Treatment Improvement Protocol (TIP) #59.</i> HHS Publication No. (SMA) 14-4849, Chapter 3—Culturally Responsive Evaluation and Treatment Planning. Short Quiz #4 Due Friday, 3/25/22, 11:59 PM.

11 3/28-4/1	Module 11 & <i>Developing Multicultural Counseling Competence</i> , Chapter 11, Individuals and Families of Asian Descent. <i>Privilege: A Reader</i> , Part Three—Intersections: The Complicated Reality, Chs 16-20. Discussion Question #3—Original post due Tuesday, 3/29/22; comments to others due Friday, 4/1/22.
12 4/4-8	Module 12 & <i>Developing Multicultural Counseling Competence</i> , Chapter 12, Individuals and Families of Latin Descent. SAMHSA. (2014). <i>Improving Cultural Competence</i> , Treatment Improvement Protocol (TIP) #59. HHS Publication No. (SMA) 14-4849, Chapter 5— Behavioral Health Treatment for Major Racial and Ethnic Groups. Short Quiz #5 Due Friday, 4/8/22, 11:59 PM.
13 4/11-15	Module 13 & <i>Developing Multicultural Counseling Competence</i> , Chapter 13, Counseling Native Americans, and Chapter 16, Spiritual Diversity. Project #3, Native American Paper or Recorded PowerPoint Presentation, Due Friday, 4/15/22, 11:59 PM.
14 4/18-22	Module 14 & <i>Developing Multicultural Counseling Competence</i> , Chapter 14, Individuals and Families of European Descent, and Chapter 15, Individuals and Families of Multiracial Descent. <i>Privilege: A Reader</i> , Part Four—Making New Connections-Moving Forward, Chs 21-26. Discussion Question #4—Original post due Tuesday, 4/19/22; comments to others due Friday, 4/22/22.
15 4/25-29	Module 15 & <i>Developing Multicultural Counseling Competence</i> , Chapter 17, Alternative Approaches to Counseling Theories, and Chapter 18, Multicultural Diagnosis and Conceptualization. Complete the <i>Multicultural Awareness, Knowledge, and Skills Survey - Counselor Edition-Revised</i> (MAKSS-CE-R) (Post-test) Due Friday, 4/29/22, 11:59 PM.
16 5/2-5	Module 16 & <i>Developing Multicultural Counseling Competence</i> , Chapter 19, Themes and Future Directions in Multicultural Counseling Final Exam is due Thursday, 5/5/22, 11:59 PM.

GRADE SCALE

Percentage	Points	Grade	Percentage	Points	Grade
100-93%	600-554	A	92-86%:	553-509	B
85-79%:	510-467	C	78-72%	468-426	D

ASSIGNMENTS

NOTE: All assignments must be completed—students cannot self-select (i.e., “pick-&-choose”) which assignments to complete; all assignments are required for a passing grade!

0. MAKSS-CE-R Pre-and Post-Test Assessment (Ungraded)

The *Multicultural Awareness, Knowledge, and Skills Survey - Counselor Edition-Revised* (MAKSS-CE-R), is designed to measure an individual’s multicultural counseling awareness, knowledge, and skills, and more specifically, to assess the impact of training on learners’ multicultural counseling competence. You will complete the 33-items assessment the first week of class (and you can easily self-score this), and again week 15, to measure your multicultural counseling competency development.

I. EXAMS (Midterm Exam 50 points; Final Exam 50 points)

We will have a 25-question, multiple choice (worth 50 points) **Mid-term Exam** covering chapters 1-8, due Week 8, 3/4/22 11:59 PM, and a 25-question, multiple choice (worth 50 points) **Final Exam** covering chapters 9-19, due Week 16, Thursday, 5/5/22 11:59 PM, taken from the primary course textbook, *Developing Multicultural Counseling Competence: A Systems Approach*, 2nd Ed., by Hays & Erford.

II. SHORT QUIZZES (5 quizzes, 20 points each, totaling 100 points)

There will be five short quizzes—the first three from Bohannon & van der Elst’s *Asking and Listening: Ethnography as Personal Adaptation*, and the last two are from SAMHSA. (2014). *Improving Cultural Competence*, Treatment Improvement Protocol #59. HHS Publication No. (SMA) 14-4849, Chapter 3—Culturally Responsive Evaluation and Treatment Planning (Quiz 4) and Chapter 5—Behavioral Health Treatment for Major Racial and Ethnic Groups (Quiz 5). Each quiz is 10 m/c questions worth 20 points.

III. D2L DISCUSSIONS (25 points each; 100 points total)

Students will discuss specific topics outlined by the instructor (see D2L “Discussion” page). We will have four discussion boards from Kimmel & Ferber’s *Privilege: A Reader*, 4th Ed. throughout the semester. Course texts and scholarly literature should be used to support comments and opinions, to include citing

and referencing at the bottom of your post, at least one source in each post to support your comments and opinions about that topic. Students are required to view a minimum of 10 peers' posts, and to respond thoughtfully to at least two peers' posts.

- Discussion Question #1—Original post due Tuesday, 2/1/22; comments to others due Friday, 2/4/22.
- Discussion Question #2—Original post due Tuesday, 2/22/22; comments to others due Friday, 2/25/22.
- Discussion Question #3—Original post due Tuesday, 3/29/22; comments to others due Friday, 4/1/22.
- Discussion Question #4—Original post due Tuesday, 4/19/22; comments to others due Friday, 4/22/22.

Grading Rubric for D2L Discussion Questions—See D2L Course page: *Assessment* tab, *Rubrics*, *Discussion Board* - 25 pt.

PROJECTS: (There are 3 projects worth 350 points total)

Project #1: Film Review & Paper, 50 points.

Students will choose a video/film (e.g., movie, documentary, or docudrama) that examines multicultural issues and addiction, mental health, schools, or human services and write a critical analysis of the film's depiction of **implicit** and **explicit bias**, discrimination, prejudice, stereotyping, ethnocentrism and/or other terms and concepts learned about in class. Discuss how your own bias surfaced while watching or writing about the film, and explain how this bias, if left undetected, could interfere in forming a therapeutic alliance in a future client/counselor relationship. Additionally, choose a character from the film and consider this character as your future client. Discuss how this "client" may view you as a counselor and what implications this may have for effective treatment.

Paper length: 2-3 pages, not including a cover and reference page. It is necessary to cite sources to support your beliefs. How do the authors of the texts or other scholarly sources explain what you are experiencing and what does your ethical code mandate you to do? *Use APA format and maintain third person usage when not personally reflecting.*

Grading: implicit and explicit examples—20 points; self-awareness and personal reflection—10 points; client worldview—10 points; APA format, writing style/grammar, and citing support, and ethical mandates—10 points; **Total=50 points, due Week 5, 2/11/22, 11:59 PM. Submit to the Assignments.**

Project #2: Visceral Cultural Experience & Social Media Page, 150 points.

In order to work toward cultural competency, it is important that you read, experience, and learn about what and how minority cultures and/or disadvantaged groups feel and experience. Empathy, as Carl Rogers taught us, is a necessary attribute for the clinician to possess in order to form a therapeutic alliance with the client. Empathy begins by understanding the client through *their* worldview. Project #2 will afford you two opportunities to experience actually "walking in the shoes" of the Other. For both Part 1 and Part 2, consider pre-visit research and ethnographic reconnaissance.

Students will craft a social media page (e.g., Facebook, Tumbr, Weebly, etc.) documenting their experience. Total = 150 points. The completed assignment is due Week 9, 3/18/22 11:59 PM.

Blog/record your thoughts, feelings, & experiences from both Parts 1 & 2 by using concepts and terms from the course material. See *Grading Rubric*, below, for suggested topic headings for your blog.

Email the instructor and all class participants your blog's URL. Also, make sure you disable controls so folks can access your site without needing to set up an account.

Also, get started early, planning to visit sites over Spring break.

Grading Rubric:

1. What and how did you feel, and how did these two experiences help you gain awareness of or new perspectives on white privilege and/or of how the minority culture navigates their surroundings and any personal biases that you were not aware of before these experiences? (self-awareness and reflection). Compare and contrast these experiences. **(30 pts)**

2. Using your best multimedia platform creativity while employing your graduate learner, professional, and ethical judgment, assemble a mosaic to describe your experience —photos of sites and artifacts (e.g., photo of menu, etc.); music or videos that express to your audience your thoughts and emotions, or that come from the cultures your visited. **(30 pts)**
 3. From *Part 1*, consider what services the clientele utilizes (or might need) and create a resource list, including contact information, or provide direct links. **(30 pts)**
 4. From *Part 2*, describe in your blog the cultural group you visited
 - Thoughtfully include what you surmise they (client's worldview) experience on a daily basis as Other in a white, middle-class-dominated society (use concepts and terms from the course material and your own personal research). **(30 pts)**
 5. From *Part 1* or *Part 2*, describe, based on course materials, how you would assess and apply counseling strategies for an individual from this culture/status group who is experiencing co-occurring mental health and substance abuse disorders (cultural and clinical competency). **(30 pts)**
- Total = 150 points**

Part 1. You will go to a local resource selected from the list below (or any other you locate) and have a meal. Yes, there is such a thing as a free lunch. You will need to figure out how to navigate your environment, which includes figuring out where to park to maintain your conspicuousness and anonymity. Go in, get in line, find a place to sit, and eat. Do not feel that you are taking food away from someone who needs it, they have plenty to go around. To gain the full experience, try to push yourself out of your level of comfort. It will be important for you to try to have conversations with other patrons. If you go with fellow classmates or friends, **do not sit together. You may not announce yourself**, such as, "I am a student at Winona State doing a school project." Also, no substitutions—you must attend a "free meal" program.

Suggested Sites:

La Crosse, WI

- **Place of Grace (Catholic Worker House):** Meals served Thursday evenings 4:30-7:00 pm and Sunday 2:00-4:00 pm. 919 Hood St., La Crosse, WI 54601 (608) 782-6224.
- **Come for Supper:** Meals every Tuesday at 5:00 pm. Everyone is welcome. Our Savior's Lutheran Church, 612 Division St., La Crosse, WI 54601 (608) 782-3468.

Rochester, MN

- **Saturday Noon Meals:** 11:00 am social hour, 12:00 pm sit-down, family-style meal served every Saturday at **Christ United Methodist Church** (enter on the east side, the door near 4th St SW), 400 5th Avenue SW, Rochester, MN 55902 (507) 289-4019
 * *"Christ United Methodist Church is a Reconciling Congregation. We acknowledge anyone who has felt the pain of exclusion and discrimination. Therefore, with open hearts, open minds, and open doors, we welcome people of all races, nationalities, theologies, and abilities. We welcome people of all sexual orientations and gender identities. We offer a safe and compassionate place to reconcile faith, identity, hope, understanding, and mutual respect."*
- **Salvation Army Meals Programs (scroll down to "lunch program"):** Noon Meal Program, Monday through Friday, 12:00 to 12:45 pm, and Evening Meal Program, Mondays and Fridays, 6:00 pm, Salvation Army Service Center, 20 1st Avenue NE, Rochester, MN 55906 (507) 288-3663

Winona, MN

- **Bethany House (Catholic Worker House):** Mondays and Fridays, 6:00 pm, 832 W. Broadway, Winona, MN 55987 (507) 454-8094
- **Central Lutheran Church ("The Feast"):** Every Wednesday from 5:00-6:15 PM Central Lutheran Church hosts a delicious home made meal open to everybody in the community. All meals are all-you-can-eat. A free-will offering is accepted from those able to contribute, but not at all required. 259 West Wabasha Street, Winona, MN, 55987 (507) 452-5156
- **Souper Tuesdays:** A free meal and fellowship every Tuesday from 11:30 am to 1:00 pm, Wesley United Methodist Church, 114 West Broadway, Winona, MN 55987 (507) 452-6783

Twin Cities

- **CRS Minneapolis**—*Free Community Meals* list: <http://csrmppls.info/freemeals> and <https://theopendoorpantry.org/resources/community-meals/>
- **Free Public Meals:** House of Charity Food Centre is located in downtown Minneapolis, 510 South 8th Street, Minneapolis, MN 55404 (612) 594-2000. Monday through Friday^{SEP} 8:30 - 9:00 am, breakfast for women and children. Noon - 1:00 pm Lunch open to all. Weekends, 10:30 - 11:30 am, brunch open to all. *“We are the only public lunch program in Minneapolis open every day of the year. Staff and volunteers prepare and serve free, hot, nutritious meals to 350 men, women, & children each day.”*
- **Loaves & Fishes** has free daily dining sites throughout the Twin Cities metro area.
- **Union Gospel Mission** has two meal sites in St. Paul, one at the **Bethel Hotel** Men’s Residence, and one at the **Naomi Family Residence** (Women and Children).
- **Sharing and Caring Hands** Day Services Center, 525 North 7th Street, Minneapolis, MN 55405 612-338-4640, info@sharingandcaringhands.org. Meal Times are Monday – Thursday: 10AM, 12PM, & 3:30PM, Closed Fridays, and Saturday – Sunday: 9:30AM & 11AM
- **Aliveness Project Food Shelf** (scroll down), 730 E 38th Street, Minneapolis, MN, 55407, (612) 822-7946, serves lunch from 12:00 to 2:00 PM, Monday through Friday, and dinner from 5:00 to 7:00 PM, Monday through Thursday, with a brunch from 11:00 AM to 1:00 PM on Saturday.

Part 2. You will visit a shopping area, restaurant, bakery, or another cultural business of your choosing. *Please—the intention is for more than just going to an Americanized Japanese Steakhouse, or an Americanized Mexican, Chinese, or Thai restaurant!* If you have questions about a setting, contact me beforehand. Full cultural immersion is your objective. Purchasing gas and buying an item at a gas station on owned by people of Somali descent or walking through a local Halal butcher shop/meat market does not count, either! To gain the full visceral experience of what it feels like to be the minority culture you will need to push yourself out of your comfort zone and have conversations with those who may not understand you, nor you understand them. Ordering something to eat, inquiring about a product that you may or may not want to purchase, and having conversations with employees and customers at one of the locations listed below (under “Some Ideas For You”), could accomplish this experience. But, I want you to sit for a while and “people watch.” Use all of your participant-observation skills.

- **You may substitute a religious service or activity**, such as at the St. Kosmas and Damianos Greek Orthodox Church, Masjed Abu Bakr Al-Seddiq, Hindu Samaj Temple, Buddhist Support Society (temple), or the B'nai Israel Synagogue & Dan Abraham Jewish Cultural Center, all of which are in Rochester, Minnesota. I’m sure similar institutions exist in Winona or La Crosse, and especially in the Twin Cities.

SOME IDEAS FOR YOU

- **Shabelle Grocery & Restaurant** -Specializes in authentic African foods ranging from specialty meats, fish, grains, grocery, oils, fresh produce & spices. 2325 East Franklin Ave., Minneapolis, MN 55406 (612) 333-1101
- **Blue Nile Ethiopian Restaurant**, 2027 E Franklin Ave, Minneapolis, MN 55404 (612) 338-3000
- **Flamingo Ethiopian Restaurant**, 490 N Syndicate St, St Paul, MN 55104 (651) 917-9332
- **Holy Land Bakery & Deli** (Middle East), 2513 Central Ave NE, Mpls, MN 55418 (612) 781-2627
- **Fasika Ethiopian Restaurant**, 510 Snelling Ave N., St. Paul, MN 55104 (651) 646-4747
- **Chimborazo** (Ecuadorian), 851 Central Ave., Minneapolis, MN 55418 (612) 788-1328
- **Suuqa Karmel** (Karmel Square Somali Mall), 2936-2944 Pillsbury Ave S, Minneapolis, MN 55408 *Karmel Square is a microcosm of Somalia’s rich cultural traditions- Somali snacks can be purchased, as well as prayer rugs- but most importantly, the mall has become a meeting place for the transplanted Somali community. The Suuqa Karmel adjoins Karmel Square and houses small, minority and immigrant owned businesses in a bazaar-type setting.*

- **Safari Restaurant** (Somali), 3010 4th Avenue So., Minneapolis, MN 55408 (612) 353-5341
- **Qoraxlow Restaurant** (Somali), 2910 Pillsbury Ave S Minneapolis, MN 55408 (612) 822-4480
- **Hamdi Restaurant** (Somali), 818 E Lake St, Minneapolis, MN 55407 (612) 823-9660
- **Mercado Central**, a Latin American, open-air shopping experience—groceries, restaurants, clothing, etc. 1515 E. Lake St., Minneapolis, MN 55407 (612) 728-5400 Hours: Monday-Sunday, 10:30 am - 6:30 pm. <http://visitlakestreet.com/directory/category/mercado-central>
- **International Marketplace**, often referred to as the “Hmongtown Marketplace” or “Hmong Flea Market,” is located a few blocks from the State Capitol, 217 Como Avenue, St. Paul, MN 55103 (651) 487-3700 or (612) 382-6403 open 8:00 am to 7:00 pm daily.
- **Destiny Café**, authentic Hmong food, .995 University Avenue West St Paul, MN 55104-4796 - (651) 649-0394

You can also search for ethnic cuisine at: <http://www.urbanspoon.com/c/29/Twin-Cities-restaurants.html>

LGTBQ

- **Lush Food Bar** (restaurant), 990 Central Ave NE, Minneapolis, MN 55413 (612) 208-0358
- **Lyn 65**, 6439 Lyndale Avenue S., Richfield, MN (612) 353-5501
- **Red Cow**, 393 Selby Avenue, St. Paul, MN 55102 (651) 789-0545
- **Café Brenda**, 300 First Ave N., Minneapolis, MN 55401 (612) 342-9230
- **Hopscotch Grill**, 600 Hennepin Ave S., Minneapolis, MN 55403 (612) 656-7300

Project #3: Native American Paper or Recorded PowerPoint Presentation, 100 points

Each student will either write an APA formatted 7–10-page paper (not including title or reference pages), or prepare a recorded (video/audio) PowerPoint (PPT) presentation, on a Native American counseling issue. *For School Counseling Students seeking a Wisconsin license, this should follow WI DPI* stipulations.* The presentation should address an issue of your choice relevant to Native Americans (e.g., two-spirit peoples, adolescent suicide, poverty, and social justice, etc.) that can be gainfully explored within the multicultural perspectives of your professional counseling focus (i.e., school counseling, clinical mental health counseling, addictions counseling, or human services). Your paper or PPT presentation should provide background information on the specific Native American group or population (e.g., Native American adolescents, women, or elderly; a specific Native American tribe; Native American people within a specific state or jurisdiction, etc.) based on research found in journal articles scholarly or official websites, as well as explanations for how culturally competent counselors can adequately address the counseling issue. These headings (at least one—or more—slide per heading) should be covered in your presentation:

- Introduction and relevance of the issue (Why it is a pressing Native American concern?) **10 pts.**
- Research specific to the Native American issue/population (including available demographic data, historical perspective, present relevance/impact, etc.) **20 pts.**
- Advocacy considerations/social justice needs **20 pts.**
- What additional training, experience, education, etc., you would need to be effective with this population **15 pts.**
- Summary/Conclusion **10 pts.**
- References **10 pts.** (references should be listed on the final slide/reference page with citations included throughout the paper/PPT presentation).
- For papers your adherence to APA formatting and writing style/grammar, or for PPT presentations your organization, appearance and presentation/performance, are worth **10 pts.**

Total = 100 pts. Due Week 13, 4/15/22, 11:59 PM)

** The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.*

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APPENDIX A: STUDENT NOTICES

WSU CED PROGRAM HANDBOOK

The Counselor Education Department **Program Handbook** is intended to serve as a basic reference and program guide to Counselor Education Department students throughout their program of study from the time of their application for admission to the program through their program completion. There is a link to the handbook on the left side of each ACCP course D2L site, as well as from the CED program site: http://www.winona.edu/counseloreducation/Media/Program%20Handbook_2016-2017_Final.pdf

POLICY ON LATE OR UNFINISHED ASSIGNMENTS

Late work is not accepted except in extreme circumstances and with prior permission of instructor.

IMPORTANT: A grade of Incomplete (I or IP) 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. Additionally, all assignments must be completed—students cannot self-select (i.e., “pick-&-choose”) which assignments to complete; all assignments are required for a passing grade!

DIVERSITY & RESPECT

Please read WSU's commitment to diversity, Growing a Vibrant Community of Diverse Learners, including the *Inclusive Excellence Syllabus Statement*, at: <http://www.winona.edu/diversity/estatement.asp>

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/ variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Students with Disabilities Notice: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term.

Communication: Chapter 9: Policies & Procedures (p. 47), of the *WSU Counselor Education Department's Program Handbook*, states: "Students are required to activate their Winona State University email account and to check their email regularly." This is the primary mode of communication, as well as assignment feedback provided via D2L, and it is the responsibility of each student to monitor their WSU email account daily.

[http://www.winona.edu/counseloreducation/media/program_handbook_final\(2\).pdf](http://www.winona.edu/counseloreducation/media/program_handbook_final(2).pdf)

Confidentiality Notice: As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession. Be sure to respect confidentiality outside the class. Do not discuss classmates in public places where your conversation could be overheard. Do not discuss your classmates with persons outside the class such as spouses, family members, friends, etc.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic toys that make any noise.

Recording Policy: Excluding students with a documented disability, the use of electronic recording devices in class are prohibited without prior permission of the instructor. Also, the recording of clinical material is prohibited to all students.

ACADEMIC INTEGRITY POLICY

Academic Integrity at Winona State University is based on honesty. The University requires that work produced by students represents their personal efforts and requires that they properly acknowledge the intellectual contributions of others. WSU students are required to adhere to the University's standards of academic integrity, available at: <http://www.winona.edu/sld/academicintegrity.asp>

Academic Dishonesty: Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing "ghost-written" papers, and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, has the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

Counselor Education Department Campus Resources:

- Winona Campus: Casey Pronschinske, Office Manager, Casey.pronschinske@winona.edu Helble Hall 309 (507) 457-5335

Graduate Studies Office:

- Brenda Canar, Office Manager pcichosz@winona.edu Somsen Hall 210C, 507-457-5038, 507-457-5571 (fax)

Other:

Advising, Career, Tutoring and Access Services are all part of the Warrior Success Center (WSC). The mission of the WSC is to serve Winona State University students by providing free and accessible services and resources for student success. <https://www.winona.edu/wsc/>

If you have a documented disability that requires accommodation, please let me know as soon as possible. For the WSU Accessibility Policies: <http://www.winona.edu/accessservices/gettingstarted.asp>

You can also contact Access Services.

- **Access Services**, Maxwell Hall 314, 507-457-5878. <http://www.winona.edu/accessservices/>
- **Advising Services**, Maxwell 314, 457-5878 <http://www.winona.edu/advising/>
- **Career Services**, Maxwell Hall 314, 507-457-5878 <http://www.winona.edu/career/>
- **Counseling & Wellness Services**, Integrated Wellness Complex 222, 507-457-5330 <http://www.winona.edu/counselingservices/>
- **Dr. Dan Linton, LGBT Advocate**, PAC 207 DLinton@winona.edu
- **Full Spectrum Gender & Sexuality Alliance**, fullspectrum@winona.edu <https://www.facebook.com/WinonaGLBTA?fref=nf>
- **Inclusion and Diversity Office**, Kryzsko Commons Room 236, 457-5595 <http://www.winona.edu/inclusion-diversity/>
- **Knowledge, Empowerment, Advocacy, and Pluralism (KEAP)** Diversity Resource Center, Kryzsko Commons Room 162, keapstudent@winona.edu
- **Student Support Services (Winona)**, Krueger Library 219, 507-457-5465 www.winona.edu/studentsupportservices/
- **Student & Campus Services (Rochester)**, UCR Room SS 128, 507-285-7100, rochss@winona.edu, www.winona.edu/rochester
- **TRiO Student Support Services**, Library 219, 507-457-5465 <http://www.winona.edu/studentsupportservices/>
- **Tutoring**, Library 220, 507-457-5878 <http://www.winona.edu/tutoring/>
- **University Center Rochester Counseling Center**, SS 133, 507-285-7260 www.rctc.edu/counseling_career_center
- **Writing Center**, Minné Hall 348, 507-457-5505 <http://www.winona.edu/writingcenter/>



For additional information see:

- *WSU Counselor Education Program Student Handbook* <https://www.winona.edu/counseloreducation/Images/2019-2020-Handbook.pdf>
- *WSU Graduate Catalog 2019-2020* at: <https://catalog.winona.edu/index.php>
- *WSU Spring 2020 Academic Calendar* at: <https://www.winona.edu/calendars/Media/2020-Spring-Academic-Calendar.pdf>

Resources for APA style:

- The Basics of APA - a video tutorial, distinguishing key information in manual: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- The Online Writing Lab (OWL) at Purdue - presents with an easily accessible list of information about specific topics (e.g., referencing books, headings) and a sample APA Paper: <https://owl.english.purdue.edu/owl/resource/560/01/>
- Citation Management suggestions, including information about Refworks, and suggestions for the Reference Page: <https://www.library.cornell.edu/research/citation/apa>
- APA Citation Style Guidelines: http://www.cengage.com/resource_uploads/downloads/0495799661_216547.pdf

- Well-organized resource for specific APA style issues, including an APA style podcast, and a downloadable APA overview: <http://writing.wisc.edu/Handbook/DocAPA.html> and
- <https://owl.english.purdue.edu/owl/resource/664/01/>
- APA Crib Sheet, 6th ed: <http://www.csus.edu/indiv/s/stonerm/APA%20Crib%20Sheet.pdf> and http://www.tandf.co.uk/journals/authors/style/reference/tf_a.pdf

Resources for writing skills:

- **Writing Commons:** <http://writingcommons.org/>. This is a free, comprehensive, peer-reviewed, award-winning Open Text for students and faculty in college-level courses that require writing and research.

Student Appeals & Grievances:

Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. I suggest following the “chain of command” and taking your concern to the Counselor Education Department Chairperson, Dr. Dawnette. Cigrand: dcigrand@winona.edu.

Please refer to the Graduate Catalogue, Academic Policies, and scroll down to Graduate Students Appeals Process (General), at <https://catalog.winona.edu/index.php> for graduate student appeal procedures. However, if you are not satisfied with our response or the decision rendered, you can access the *MnSCU* complaint procedures at: <http://www.winona.edu/sld/studentgrievance.asp>.