CNL-509 | Counseling the Culturally Diverse Syllabus

COURSE DESCRIPTION

This course provides a broad understanding of issues and trends in a multicultural and diverse society. Studies in this area include the following: attitudes and behaviors based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status and intellectual ability; individual, family, group, and community strategies for working with diverse populations; theories of multicultural counseling and identity development; multicultural competencies; and issues such as substance use disorders. Students examine a variety of cultural populations, exploring issues and trends that are associated with each population. Cultural considerations for immigrants, refugees, and undocumented citizens are also addressed.

CREDITS

3

PREREQUISITES

None

CO-REQUISITES

None

REQUIRED COURSE MATERIALS

Textbooks

Electronic Resources

ACA Code of Ethics

Read the American Counseling Association (ACA) Code of Ethics. School counselors must adhere to both the ACA and ASCA ethical standards.

http://www.counseling.org/knowledge-center/ethics (http://www.counseling.org/knowledge-center/ethics)

Additional Counseling Requirements

Diagnostic and Statistical Manual of Mental Disorders (DSM)

Students of GCU's Counseling programs are required to possess a copy of the current version of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders (DSM)*. The manual will be used throughout your program. The *DSM* will be used from course to course, so students who already own the current edition of the manual need not purchase another. Once purchased, students should keep the manual for all subsequent classes while attending GCU and for reference after graduation.

Syllabus and Textbook Access

Many states require syllabi for licensure. If you are required to provide syllabi, contact your Student Service Counselor (SSC) to request official copies. Textbooks delivered via BibliU are accessible through the BibliU library upon first access to the digital classroom. It is recommended you download the BibliU app to access your textbooks. If a textbook is not delivered through BibliU, make sure to save the e-book to your computer as a PDF file. If you have trouble saving the e-book, contact GCU Technical Support.

Recommended Program Materials:

Publication Manual of the American Psychological Association

GCU has made APA templates and other resources available within the Student Success Center. However, be aware that a more complete APA manual can be purchased at your own expense. To order the APA manual, please visit the American Psychological Association.

International Classification of Disease

Students are encouraged (not required) to familiarize themselves with the current version of the *International Classification of Disease (ICD)* reference.

https://www.apa.org/ (https://www.apa.org/)

American School Counselor Association Ethical Standards for School Counselors

Follow the link to the "Legal and Ethical Responsibilities" page located on the ASCA website (2022). On the right of this page, there is a red box labeled 'Downloads' where you can access the 'ASCA Ethical Standards for School Counselors' PDF. School counselors must adhere to both the ACA and ASCA ethical standards.

https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities (https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities)

APA Formatting Tutorial

Review the APA Formatting Tutorial for formatting assistance.

https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=1FF26538-38D0-EA11-910D-005056BDE9D6 (https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=1FF26538-38D0-EA11-910D-005056BDE9D6)

ASCA School Counselor Professional Standards and Competencies

This resource is specifically for school counselors in training.

https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf (https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf)

CACREP Standards Mapping of Learning Outcomes

The course objectives were informed by the identified 2016 CACREP standards. Where applicable, objectives clearly identify the standards addressed. Review the “CNL-509 CACREP Standards Mapping" document to see which specific CACREP standards are mapped to the course.

California Specific Information: California Association for Licensed Professional Clinical Counselors

Explore the “2014 ACA Code of Ethics” guide located on the California Association for Licensed Professional Clinical Counselors website.

http://calpcc.org/aca_code_of_ethics (http://calpcc.org/aca_code_of_ethics)

California Specific Information: California Board of Behavioral Health

Explore the Californian Board of Behavioral Health website for counseling information specific to California.

http://www.bbs.ca.gov/ (http://www.bbs.ca.gov/)

Clinical Mental Health Counseling e-Portfolio Requirements

At the end of this program, you will be required to submit an electronic portfolio. The portfolio will highlight your progress and accomplishments as a developing clinical mental health counselor both academically and professionally. We recommend that you use Weebly or Google sites to create your portfolio. Attached are the portfolio requirements. Please make sure you have at least one artifact for each required section below. Please note, a few sections are optional.

https://cce.gcu.edu (https://cce.gcu.edu)

CMHC and SC Counselor in Training Handbook

The "CMHC and SC Counselor in Training Handbook" is located on the Student Success Center website.

https://ssc.gcu.edu/#/page/chss/1576 (https://ssc.gcu.edu/#/page/chss/1576)

CNL-509 Topic 8 Social and Cultural Diversity Paper Instructions

The Topic 8 assignment, Social and Cultural Diversity Paper, requires the student to identify and reflect on possible personal biases regarding cultural identity: gender, religion, sexual or gender orientation, race, ethnicity, national origin, socioeconomic or disability status. Students are encouraged to refer to the cultural identity concepts covered in the Topic 4 Cultural Genogram assignment to help develop Part 1 of this assignment. You may use the GCU Statement on the Integration of Faith and Work and GCU Christian Counseling Research Guide in the Class Resources to support your response.

Counseling the Culturally Diverse: Theory and Practice

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2022). *Counseling the culturally diverse: Theory and practice.* (9^{th} ed.) Wiley & Sons. ISBN-13: 9781119861904.

Disability Accommodation Policy and Procedures Statement

Grand Canyon University (GCU) seeks to serve all students equally. This plan is established to provide all students with equal access to GCU's programs, systems, and facilities. To receive accommodations through the University, students are required to complete the Accommodation Request Form and provide supporting documentation to Student Disability Services.
Note: GCU cannot provide accommodations that are not requested. Review the Student Disability Services section of the University Policy Handbook, located on the GCU website for specific information regarding the policy and procedures.

GCU Christian Counseling Research Guide

This guide will show you some of the excellent resources that the GCU library has to assist you in your Christian Counseling and Psychology research. On the following pages you'll find information on journal articles, useful eBooks, streaming video and media, as well as some websites where you can find relevant information to help you complete your research and assignments.

https://libguides.gcu.edu/ChristianCounseling
(https://libguides.gcu.edu/ChristianCounseling)

GCU Counselor Dispositions

Students in the Clinical Mental Health Counseling programs should refer to the GCU "Counselor Dispositions" document, located in the Student Success Center.

https://ssc.gcu.edu/#/page/chss/1576 (https://ssc.gcu.edu/#/page/chss/1576)

GCU Library Evaluating Sources: Scholarly Sources

Review the GCU Library Evaluating Sources: Scholarly Sources and read "Defining Scholarly Resources." You are required to support information provided in your assignments using scholarly resources.

https://libguides.gcu.edu/EvaluatingSources (https://libguides.gcu.edu/EvaluatingSources)

GCU Library's Academic Writing

Refer to the GCU Library's Academic Writing resources on the Academic Writing & Study Skills website to find writing resources and tutorials.

https://libguides.gcu.edu/writing/WritingTutorials (https://libguides.gcu.edu/writing/WritingTutorials)

GCU SC Professional Disposition of Learners

Students in the School Counseling program should refer to the GCU "SC Professional Disposition of Learners" document, located in the Student Success Center.

https://ssc.gcu.edu/#/page/chss/1576 (https://ssc.gcu.edu/#/page/chss/1576)

GCU Statement on the Integration of Faith and Work

Access and read the "GCU Statement on the Integration of Faith and Work" to assist you in completing assignments and discussion questions.

https://www.gcu.edu/Documents/Statement-IFLW.pdf (https://www.gcu.edu/Documents/Statement-IFLW.pdf)

GCU Writing Center

Refer to the Writing Resources located on GCU's Student Success Center website for additional guidance on completing assignments in the appropriate style and academic level.

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/writing-center (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/writing-center)

GCU Zoom Resources: Counseling and Social Work

Please refer to the "GCU Zoom Resources: Counseling and Social Work" document to assist you with using a licensed Zoom account for your counseling or social work courses while you are a GCU student.

https://ssc.gcu.edu/#/page/chss/1567 (https://ssc.gcu.edu/#/page/chss/1567)

LopesWrite

Refer to the LopesWrite webpage for guidance regarding assignments requiring submission to LopesWrite.

https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite (https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite)

Methods of Instruction

The methods of instruction for this course may include but are not limited to: lectures, small and large group discussion, guest speakers, individual assignments, group assignments, discussion questions, readings, videos, and online instruction.

Related Counseling Dispositions

For any courses that are shared between the Clinical Mental Health Counseling (CMHC) and School Counseling (SC) programs, please refer to the attached graphic for related dispositions between the two programs. If needed, please refer to the dispositions for each program for a full description. The graphic shows how the dispositions are related for both programs.

Role Clarification for School Counselors in Training

This resource is specifically for school counselors in training. Throughout the program of study, school counselors in training will consider their counselor identity in the context of a school setting. School and clinical mental health counseling courses are integrated in order to best prepare graduates to serve children, adolescents, adults, and families who present multifaceted needs in both school and community settings. Since school counselors work in the education profession but are also well-versed in clinical mental health issues, the school counseling program will abide by the American School Counselor Association (ASCA) Code of Ethics and the Professional Dispositions of Learners.

Social Justice Statement

Please read the “Social Justice Statement” in the Counselor Identity Development section of the Counselor in Training Handbook. Consider the ways in which this will inform your counselor identity development and future professional practice.

Student Performance Evaluation Criteria and Procedures

For specific information on the grading policies and procedures, please see the most current University Policy Handbook (UPH) located on the Academic Catalog and Policies page.

https://www.gcu.edu/academics/academic-policies.php (https://www.gcu.edu/academics/academic-policies.php)

The Big Test at the End

Review "The Big Test at the End" pdf for information regarding preparing for the National Counseling Licensure Exam.

The National Certified School Counselor

This resource is specifically for school counselors in training. For school counselors in training, explore the "The National Certified School Counselor," section of the National Board for Certified Counselors (NBCC) website site in preparation for the NCE as well as other related exams.

https://www.nbcc.org/certification/ncsc (https://www.nbcc.org/certification/ncsc)

Zoom Access

As directed by your instructor, access Zoom to complete your course assignments. For licensed accounts, Zoom can be accessed by clicking on the link below. When initially setting up your Zoom account, be sure to use your GCU email address.

https://www.gcumedia.com/digital-resources/zoom/2019/zoom-site-license_1e.php (https://www.gcumedia.com/digital-resources/zoom/2019/zoom-site-license_1e.php)

INSTRUCTOR ONLY MATERIALS

CNL-509 Course Guide

The CNL-509 Course Guide contains instructional information designed to assist faculty in the effective presentation of course materials.

CNL-509 Course Revision History

CNL-509 Discussion Questions

CNL-509 Topic 8 Quiz Answer Key

TOPICS, OBJECTIVES, AND COURSE CONTENT

Topic 1: Becoming a Counselor Competent in Social and Cultural Diversity

Objectives:

1.1: Analyze why it is important for counselors to maintain a career-long exploration of social and cultural diversity issues. [CACREP 2.F.2.a, 2.F.2.b, 2.F.2.c]

1.2: Describe the differences in social and cultural perceptions and values of members within the same ethnic group. [CACREP 2.F.2.a]

1.3: Analyze multicultural issues and trends in counseling. [CACREP 2.F.2.d, 2.F.2.e]

Topic Materials

Textbooks

Electronic Resources

Counseling the Culturally Diverse Counseling: Theory and Practice

Read Chapters 1, 2, and 3 of *Counseling the Culturally Diverse: Theory and Practice.*

Cultural Perspectives – Lippincott Advisor

Explore the Cultural Perspectives page on the Lippincott Advisor website.

https://advisor-lww-com.lopes.idm.oclc.org/lna/home.do?m=selection&selectedBookId=26 (https://advisor-lww-com.lopes.idm.oclc.org/lna/home.do?m=selection&selectedBookId=26)

How Culture Drives Behaviours: Julien S. Bourrelle

Watch "How Culture Drives Behaviours: Julien S. Bourrelle" from TEDx Talks located on YouTube (2015).

https://youtu.be/l-Yy6poJ2zs (https://youtu.be/l-Yy6poJ2zs)

Integration or Separation? Addressing Religious and Spiritual Issues in Multicultural Counseling: A National Survey of College Counselors

Read "Integration or Separation? Addressing Religious and Spiritual Issues in Multicultural Counseling: A National Survey of College Counselors," by Smith, Lyon, and O'Grady, from *Journal of College Counseling* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1230437&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1230437&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

What Multiculturalism Can Do for Everyone: Chris Jackson

Watch "What Multiculturalism Can Do for Everyone: Chris Jackson" from TEDx Talks located on YouTube (2017).

https://youtu.be/Mj87qO4SAoE (https://youtu.be/Mj87qO4SAoE)

Assignments:

Exploring Your Culture (Obj. 1.3)

As we learn about the culture of others, we must first understand the culture of self. The process of developing our own self-awareness is key to our becoming competent clinical mental health counselors/school counselors.
Complete the attached "Exploring Your Culture" document to explore your own cultural development. Please complete the document after you have finished this week's required reading to get the most benefit.
After you complete Part A on the document, write a 250–500-word reflection that discusses in general what you learned about your own cultural development and the concept of culture in Part B.
Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.
This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.
You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.
This assignment is informed by the following CACREP Standards:
2.F.2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.
2.F.2.e. The effects of power and privilege for counselors and clients.

Discussion Questions:

Topic 1 DQ 1 (Obj. 1.1 and 1.2)

Explain in detail how and when you became aware of people being treated differently because of race, culture, or religion. How does this effect your cultural growth?
This discussion question is informed by the following CACREP Standards:
2.F.2.a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.
2.F.2.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.
2.F.2.c. Multicultural counseling competencies.

Topic 1 DQ 2 (Obj. 1.1)

How can a counselor/school counselor with Christian beliefs demonstrate the Golden Rule when working with clients/students who have diverse worldviews?

Prior to responding, please refer to the GCU Statement on the Integration of Faith and Work and the GCU Christian Counseling Research Guide in the Class Resources.

Participation:

Topic 1 Participation : 20.0 points

Topic 2: Cultural Paradigms

Objectives:

2.1: Explain how a client's cultural and spiritual beliefs can affect their worldview and response to the therapeutic process. [CACREP 2.F.2.g]

2.2: Explain why people of all races and cultures should be evaluated on individual behavior and not on their ancestry. [CACREP 2.F.2.a, 2.F.2.b, 2.F.2.c, 2.F.2.d]

2.3: Analyze why it is important for counselors to understand racial and cultural differences. [CACREP 2.F.2.c, 2.F.2.h]

2.4: Analyze how a counselor’s cultural and spiritual beliefs can affect their worldview and response to the therapeutic process. [CACREP 2.F.2.g]

Topic Materials

Textbooks

Electronic Resources

Counseling the Culturally Diverse: Theory and Practice

Read Chapters 5 and 6 of *Counseling the Culturally Diverse: Theory and Practice*.

Culture and Care: An Illustration of Multicultural Processes in a Counseling Dyad

Read "Culture and Care: An Illustration of Multicultural Processes in a Counseling Dyad," by Gundel, Bartholomew, and Scheel, from *Practice Innovations* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2019-69024-001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2019-69024-001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Multicultural Encounters: Counselors Share the Lessons They've Learned Along the Way in Their Efforts to Translate the Ideal of Multicultural Competence Into Practical Action

Read "Multicultural Encounters: Counselors Share the Lessons They've Learned Along the Way in Their Efforts to Translate the Ideal of Multicultural Competence Into Practical Action" from *Counseling Today* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=140282807&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=140282807&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Optional - Community Providers' Experiences With Evidence-Based Practices: The Role of Therapist Race/Ethnicity

For additional information, the following is recommended:

"Community Providers' Experiences With Evidence-Based Practices: The Role of Therapist Race/Ethnicity," by Ramos, Brookman-Frazee, Kodish, Rodriguez, and Lau, from *Cultural Diversity and Ethnic Minority Psychology* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2020-31780-001&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2020-31780-001&site=ehost-live&scope=site)

Optional - The Impossibility of Client-Therapist "Match" : Implications and Future Directions for Multicultural Competency

For additional information, the following is recommended:

"The Impossibility of Client-Therapist "Match": Implications and Future Directions for Multicultural Competency," by Ertl, Mann-Saumier, Martin, Graves, and Altarriba, from *Journal of Mental Health Counseling* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=139420932&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=139420932&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Project Implicit Social Attitudes

View the Implicit Association Tests on the Project Implicit Social Attitudes webpage to complete the Topic 2 assignment.

https://implicit.harvard.edu/implicit/ (https://implicit.harvard.edu/implicit/)

The Family Life and Adjustment of Hmong American Sons and Daughters

Read "The Family Life and Adjustment of Hmong American Sons and Daughters" by Lee et al., from *Sex Roles* (2009) to complete the Topic 2 assignment.

https://lopes.idm.oclc.org/login?url=https://search-proquest-com.lopes.idm.oclc.org/docview/225366622?accountid=7374 (https://lopes.idm.oclc.org/login?url=https://search-proquest-com.lopes.idm.oclc.org/docview/225366622?accountid=7374)

Assignments:

Increasing Your Cultural Competence (Obj. 2.3 and 2.4)

Complete at least two of the Implicit Association Tests related to the topics in this course such as race, gender, sexual orientation, religion, and ethnicity located on the Project Implicit website. Click on the Topic 2 Resource Project Implicit Social Attitudes link to find the list of tests.
Write a 750-1,000-word reflection that addresses the following:

- Identification of the tests you completed.
- A detailed summary of the two test results.
- An overview of your impressions (address both your strengths and areas of growth in your discussion).
- An explanation about how you plan to address areas of growth and increase your cultural competence as a counselor in training. Additionally, identify the ways in which the dispositional values of self-awareness and cultural

diversity (CMHC) or respect for diversity of others and reflection (SC) support this process. Refer to the dispositional values for your respective programs in the Class Resources.

- A description of how your cultural and spiritual beliefs as a counselor in training could affect the therapeutic alliance with future clients.
- An analysis about why it is important for counselors to understand their biases in regard to racial and cultural differences.
- A minimum of three goals in your plan related to increasing your cultural competence. Your goals should be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.).

Include a minimum of two scholarly journal articles in your response (published within the last 3-5 years).

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

This assignment is informed by the following CACREP Standards:

2.F.2.a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.

2.F.2.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.

2.F.2.c. Multicultural counseling competencies.

2.F.2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.

2.F.2.g. The impact of spiritual beliefs on clients' and counselors' worldviews.

2.F.2.h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

Discussion Questions:

Topic 2 DQ 1 (Obj. 2.2 and 2.3)

The textbook uses the term *persons of color*. What is your reaction to this? Why do you think the author uses this term? Explain why people of all races and cultures should be evaluated on individual behavior and not on their ancestry. Support your answer with at least one scholarly reference.

You may use the GCU Statement on the Integration of Faith and Work and GCU Christian Counseling Research Guide in the Class Resources to support your response.
This discussion question is informed by the following CACREP Standards:
2.F.2.a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.
2.F.2.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.
2.F.2.c. Multicultural counseling competencies.
2.F.2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.

Topic 2 DQ 2 (Obj. 2.1)

According to our text, spirituality plays a significant role in African American culture, yet, historically, the majority of counselors see themselves as "nonreligious." How would you utilize the spirituality of an African American client as a resource in helping them manage their mental health issues? Use the GCU Statement on the Integration of Faith and Work and GCU Christian Counseling Research Guide in the Class Resources to support your response. Also, provide at least one additional scholarly reference to support your response.
This discussion question is informed by the following CACREP Standard:
2.F.2.g. The impact of spiritual beliefs on clients' and counselors' worldviews.

Participation:

Topic 2 Participation : 20.0 points

Topic 3: Competent Self-Awareness

Objectives:

3.1: Evaluate how barriers, prejudices, and discrimination in society can affect a counselor. [CACREP 2.F.2.h]

3.2: Analyze the impact of heritages, attitudes, beliefs, understanding, and acculturated experiences on an individual's view of others. [CACREP 2.F.2.d]

Topic Materials

Textbooks

Electronic Resources

"Sincerely Held Principles" or Prejudice? The Tennessee Counseling Discrimination Law

Read "Sincerely Held Principles" or Prejudice? The Tennessee Counseling Discrimination Law," by Grzanka, Spengler, Miles, Frantell, and DeVore, from *Counseling Psychologist* (2020).

https://doi-org.lopes.idm.oclc.org/10.1177/0011000019886972 (https://doi-org.lopes.idm.oclc.org/10.1177/0011000019886972)

Conscience Clauses and Sexual and Gender Minority Mental Health Care: A Case Study

Read "Conscience Clauses and Sexual and Gender Minority Mental Health Care: A Case Study," by Grzanka DeVore, Frantell, Miles, and Spengler, from *Journal of Counseling Psychology* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2019-72466-001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2019-72466-001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Counseling the Culturally Diverse: Theory and Practice

Read Chapters 4 and 7 of *Counseling the Culturally Diverse: Theory and Practice*.

How Normative Multiculturalism Relates to Immigrant Well-Being

Read How Normative Multiculturalism Relates to Immigrant Well-Being," by Ward, Kim, Karl, Epstein, and Park, from *Cultural Diversity and Ethnic Minority Psychology* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000577141400015&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000577141400015&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Optional - Examination of Perceived Religion in Muslim Women's Access to Counseling and Psychotherapy Services: An Audit Study

For additional information, the following is recommended:
"Examination of Perceived Religion in Muslim Women's Access to Counseling and Psychotherapy Services: An Audit Study," by Moscovitz, Bedi, and Outadi, from *Journal of Counseling Psychology* (2022).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000860919300001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000860919300001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Assignments:

Discussion Questions:

Topic 3 DQ 1 (Obj. 3.2)

Analyze why many people are reluctant to discuss their true thoughts and feelings about race and ethnicity. Describe two dispositional values that can help the client/counselor overcome reluctance. Refer to the dispositional values for your respective programs in the Class Resources.
This discussion question is informed by the following CACREP Standard: 2.F.2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.

Topic 3 DQ 2 (Obj. 3.1)

Evaluate how clients' and counselors' worldviews are impacted by society's barriers, prejudices, discrimination, and their personal spirituality. How can a counselor keep self-care at the forefront when handling societal pressures? How could the impact of these societal pressures alter their personal spirituality? Use the "Statement on the Integration of Faith and Work" and the "Social Justice Statement" in the Class Resources to inform and support your response.
This discussion question is informed by the following CACREP Standard: 2.F.2.h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

Participation:

Topic 3 Participation : 20.0 points

Topic 4: Respectful Communication

Objectives:

4.1: Analyze verbal and nonverbal communication style differences across ethnic groups and any potential issues. [CACREP 2.F.2.a, 2.F.2.d]

4.2: Analyze assessment tools used for gathering data about a client's cultural history, beliefs, and lifestyle. [CACREP 2.F.2.b, 2.F.7.b]

4.3: Analyze components of your family and life such as race, ethnicity, religion, spiritual heritage, gender, sexual orientation, disabilities, socioeconomic status, traditions, and family heritage. [CACREP 2.F.2.b, 2.F.2.c, 2.F.2.d]

4.4: Apply self-awareness of your past to how you view clients as a counselor in training. [CACREP 2.F.2.c, 2.F.2.d, 2.F.2.h]

Topic Materials

Textbooks

Electronic Resources

Counseling the Culturally Diverse: Theory and Practice

Read Chapters 8 and 10 of *Counseling the Culturally Diverse: Theory and Practice*.

How Can I Have a Positive Racial Identity? I'm White! Ali Michael

Watch "How Can I Have a Positive Racial Identity? I'm White! Ali Michael" by TEDx Talks (2017).

https://youtu.be/hxXMf5K1W6E (https://youtu.be/hxXMf5K1W6E)

Optional – Basic Genogram Symbols

For additional information, the following is recommended:
"Basic Genogram Symbols" located on the "Rules to Build Genograms" webpage on the GenoPro website.

https://genopro.com/genogram/examples/
(https://genopro.com/genogram/examples/)

Optional – Family Relationships in Genograms

For additional information, the following is recommended:
"Family Relationships in Genograms" located on the GenoPro website.

https://genopro.com/genogram/family-relationships/
(https://genopro.com/genogram/family-relationships/)

Optional – Genogram Examples

For additional information, the following is recommended:
"Genogram Examples" located on the GenoPro website.

https://genopro.com/genogram/rules/ (https://genopro.com/genogram/rules/)

Optional - Striking a New Path to Study the Adaptation Processes of Immigrant Adolescents: Changes in Language Use and Family Interactions

For additional information, the following is recommended: "Striking a New Path to Study the Adaptation Processes of Immigrant Adolescents: Changes in Language Use and Family Interactions," by Aumann, Titzmann, and Lee, from *Developmental Psychology* (2022).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2022-44663-001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2022-44663-001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Optional- A Multicultural Content Analysis of Mental Health Private Practices' Websites and Intake Forms

For additional information, the following is recommended:

"A Multicultural Content Analysis of Mental Health Private Practices' Websites and Intake Forms," by Liang and Shepherd, from *Professional Psychology: Research and Practice* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2020-09452-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2020-09452-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Race & Privilege: A Social Experiment Regardless of Race

Watch "Race & Privilege: A Social Experiment Regardless of Race" by CNA Insider located on YouTube (2016).

https://youtu.be/F2hvibGdg4w (https://youtu.be/F2hvibGdg4w)

Strategies for Broaching the Subjects of Race, Ethnicity, and Culture

Read "Strategies for Broaching the Subjects of Race, Ethnicity, and Culture," by Day-Vines, Cluxton-Keller, Agorsor, and Gubara, from *Journal of Counseling & Development* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=150790704&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=150790704&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Symbols Used in Genogram

Read "Symbols Used in Genogram" located on the GenoPro website to complete the Topic 4 assignment.

https://genopro.com/genogram/symbols/ (https://genopro.com/genogram/symbols/)

Assignments:

Self-Awareness and Counselor Identity Development (Obj. 4.3 and 4.4)

In this assignment intergenerational trauma, difficult feelings, unresolved issues, and memories may arise. What self-care strategies are you going to employ in order to complete this three-part assignment? After creating a three or four generational genogram, you will apply newly found self-awareness and its impact on you and your counselor identity development.

Part One: Building the People Part of a Genogram

A genogram is like a family tree that includes additional context such as the quality of relationships between members, cultural factors, mental health concerns, illness, cause of death, unusual situations, and other items that are part of socioemotional and cultural considerations. For this assignment, your focus will be three- or four-generations illustrating marriage, children, gender, and extended family with specific phrases illustrating messages you recall receiving. Typically, a genogram includes three generations. However, if you have children, you may also include them as the fourth generation on your genogram.

To create your genogram, follow these steps:

1. Identify family members you have had contact with from infancy, including biological and adoptive parents, foster parents etc.
2. Recall memories and events where race, gender, class, sexual orientation, religion, ethnicity, ability, appearance, and age were the focus.
3. Identify people present, what occurred, and the feelings experienced during these events.

4. Using a software of your choice, create a genogram of the family members you have had contact within your past. Use the genogram symbols listed on "Symbols Used in Genogram" webpage, located on the Topic 4 Resources. Some methods of completion could be GenoPro, Piktochart, Canva, Word, or pen and paper. You are not required to demonstrate the quality of relationship (Emotional Relationships) between family members. Focus on "Basic Genogram Symbols" and "Family Relationships" symbols located on the GenoPro website to build your basic genogram.

Part Two: Building the Messages Part of a Genogram

1. Identify the messages you received regarding race, gender, class, sexual orientation, religion, ethnicity, ability, appearance, and age next to the corresponding symbol (circle, square, etc.).
2. To demonstrate a visual representation of messages communicated between generations use the genogram symbols listed on "Symbols Used in Genogram" webpage, located on the Topic 4 Resources.
3. Write the message received in the symbol or next to the symbol marking prejudice or oppression. Next to the person, write the corresponding relative phrases that represent the messages and areas of prejudice and oppression.

Part Three: Genogram Reflection

In 250-500 words, reflect upon the creation of a genogram and discoveries revealed during the process.

1. Explain the memories of the listed events and their impact on your cultural development.
2. Address which components were most influential in your own cultural development (race, ethnicity, religion, spiritual heritage, gender, sexual orientation, disabilities, socioeconomic status, traditions, and family heritage).
3. How does this self-awareness of your past apply to how you view clients as a counselor in training?
4. What self-care/self-awareness did you need to complete the assignment? For example, if you experienced any distress during this assignment, what did you do to regulate your emotional response? Explain.
5. You will be turning in the genogram and reflection to the same dropbox. If you complete the genogram by hand (pen and paper), scan it on a printer or copier and save it as a PDF or image file to submit to the dropbox with a Word file containing your reflection.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the

assignment to become familiar with the expectations for successful completion. You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

This assignment is informed by the following CACREP Standards:

2.F.2.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.

2.F.2.c. Multicultural counseling competencies.

2.F.2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.

2.F.2.h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

Discussion Questions:

Topic 4 DQ 1 (Obj. 4.1)

Depending on your clients' acculturation level, you may find that they are agreeable and committed to goals in sessions with you, yet goals are not being achieved in between sessions. In some Asian cultures, it would be considered impolite to disagree with you as their counselor. What discussion would you have with your client that honors their culture, educates them about counseling, and gives them permission to disagree with you? Provide 150 words or less in what you would say to your client, then explain your reasons from a clinical point of view.

This discussion question is informed by the following CACREP Standards:

2.F.2.a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.

2.F.2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.

Topic 4 DQ 2 (Obj. 4.2)

What skills or universal human capacities may be used by the counselor to make a meaningful connection with an Arab American client who identifies as Muslim? Identify an assessment tool that may be used to assist in gathering data about the unique cultural background of the client. Include two scholarly journal articles to support your response.

This discussion question is informed by the following CACREP Standards:

2.F.2.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.

2.F.2.c. Multicultural counseling competencies.

2.F.2.d. The impact of heritage, attitudes, beliefs, understandings, and

acculturative experiences on an individual's views of others.
2.F.7.b. Methods of effectively preparing for and conducting initial assessment meetings.

Participation:

Topic 4 Participation : 20.0 points

Topic 5: Social and Cultural Competency

Objectives:

5.1: Evaluate life experiences, cultural heritage, family systems, and historical background of different racial/ethnic groups. [CACREP 2.F.2.a, 2.F.2.c, 2.F.2.d]

5.2: Identify critical information needed to work with clients of differing ethnicities and differing social cultures. [CACREP 2.F.2.b, 2.F.2.c, 2.F.2.d]

5.3: Describe cultural issues and trends specific to population groups nationally and internationally. [CACREP 2.F.2.a, 2.F.2.c]

Topic Materials

Textbooks

Electronic Resources

Assessment of Mental Health and Coping Disparities Among Racial and Ethnic Groups Amid COVID-19

Read "Assessment of Mental Health and Coping Disparities Among Racial and Ethnic Groups Amid COVID-19," by Burke-Garcia, Berktold, Rabinowitz, Wagstaff, Thomas, Crick, Walsh, Mitchell, Verlenden, Puddy, Mercado, Xia, Aina, Caicedo, and Nelson, from the "How Right Now" Campaign (2022).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000854796800001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000854796800001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Counseling the Culturally Diverse: Theory and Practice

Read Chapter 9 and review Chapter 5 of *Counseling the Culturally Diverse: Theory and Practice*.
Review Chapters 12-20 of *Counseling the Culturally Diverse: Theory and Practice* as they relate to the Topic 5 assignments.

Fixing Racism: Racism Is at the Root of Many of Humanity's Evils

Read "Fixing Racism: Racism Is at the Root of Many of Humanity's Evils," by Parhar, from TEDx Talks located on YouTube (2016).

https://youtu.be/POU1HjdXziM (https://youtu.be/POU1HjdXziM)

Reducing Mental Health Disparities by Increasing the Personal Relevance of Interventions

Read "Reducing Mental Health Disparities by Increasing the Personal Relevance of Interventions," by Hall, Berkman, Zan, Leong, Hwang, Nezu, Nezu, Hong, Chu, and Huang, from *American Psychologist* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000612359500008&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000612359500008&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Assignments:

Cultural Counseling Presentation (Obj. 5.1, 5.2, and 5.3)

For this topic's assignment, you will create a PowerPoint presentation that discusses your cultural background and your own related experiences. In addition, you will record yourself delivering the presentation using the speaker notes that you will include in your PowerPoint. When discussing your culture, consider components of yourself such as race, ethnicity, religion, spiritual heritage, gender, sexual orientation, disabilities, socioeconomic status, traditions, and family heritage. You are not required to include any information you do not feel comfortable sharing.

Assignment Requirements:

- A 9-10-slide PowerPoint including a title slide and reference slide (title and reference slides are not included in slide count).
- Detailed speaker notes a minimum of 100 words on each content-related slide that represent what would be said if you were giving the presentation in person. Expand upon the information included in the slide and do not simply restate it.

- A 9–10-minute video using your GCU licensed Zoom account to record yourself giving the presentation with both your camera and microphone on. The instructor will need a Zoom link placed in the speaker notes of the title slide of the PowerPoint. Refer to the "GCU Zoom Resources: Counseling and Social Work" in Class Resources.
- Three to five scholarly resources supporting your cultural views. Refer to the dispositional values for your respective programs in the Class Resources.
- Appropriate APA based in-text citations and references.

PowerPoint Requirements:

Include the following in your presentation, note the required number of slides for each bullet point:

- Communication styles of your culture (verbal and nonverbal) (1-2 slides)
- Aspects of your culture you are proud of (1 slide)
- Aspects of your culture that you would like to improve upon (1-2 slides)
- Stereotypes toward your culture (1 slide)
- Stereotypes held within your culture (1 slide)
- How your culture perceives substance use. Are there any traditional uses of substances that are deemed culturally acceptable? (1 slide)
- How your culture perceives counseling (1 slide)
- How your cultural background will influence your ability to counsel someone from within your culture Refer to the dispositional values for your respective programs in the Class Resources. (1 slide)
- How your cultural background will influence your ability to counsel someone from another culture. Refer to the dispositional values for your respective programs in the Class Resources. (1 slide)

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.
This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.
You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

This assignment is informed by the following CACREP Standards:
2.F.2.a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.
2.F.2.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.

2.F.2.c. Multicultural counseling competencies.
2.F.2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.

Discussion Questions:

Topic 5 DQ 1 (Obj. 5.1, 5.2, and 5.3)

Consider an experience you have had in the past few weeks (while enrolled in this course) that involved contact with a group of which you are not a member. Experiences such as eating at a restaurant that was ethnically different from yours, attending a celebration, or visiting a church, mosque, synagogue, etc. will be suitable. Write your personal reactions and impressions from the experience. Reflect on your readings about the importance of gaining knowledge of diverse groups. How did the experience contribute toward your growth as a counselor in training?
This discussion question is informed by the following CACREP Standards:
2.F.2.a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.
2.F.2.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.
2.F.2.c. Multicultural counseling competencies.
2.F.2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.

Topic 5 DQ 2 (Obj. 5.1 and 5.2)

How can a counselor provide culturally responsive strength-based therapy for LGBTQIA+ clients? Identify the related Counselor Dispositional Expectation you would use. Provide at least one scholarly reference.
This discussion question is informed by the following CACREP Standards:
2.F.2.a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.
2.F.2.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.
2.F.2.c. Multicultural counseling competencies.
2.F.2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.

Participation:

Topic 5 Participation : 20.0 points

Topic 6: Psychology and Culture

Objectives:

6.1: Discuss how culture impacts personality formation, psychological difficulties, and help-seeking behaviors of diverse clients. [CACREP 2.F.2.d, 2.F.2.f, 2.F.2.g]

6.2: Analyze sources of bias and underlying reasons for different treatment methods for ethnic groups. [CACREP 2.F.2.d, 2.F.2.h]

Topic Materials

Textbooks

Electronic Resources

Assumptions About Frailty and the Tenacity of Ageism Among Care Professionals

Read "Assumptions About Frailty and the Tenacity of Ageism Among Care Professionals," by Kane and Jacobs, from *The Journal of Pastoral Care & Counseling* (2018).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=rfh&AN=ATLAiFZK181015001585&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=rfh&AN=ATLAiFZK181015001585&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Counseling the Culturally Diverse: Theory and Practice

Read Chapters 21, 22, and 24 of *Counseling the Culturally Diverse: Theory and Practice*.

Empowering the Career Development of Persons With Disabilities (PWD)

Read "Empowering the Career Development of Persons With Disabilities (PWD)," by Dispenza, from *Journal of Career Development* (2021).

https://journals-sagepub-com.lopes.idm.oclc.org/doi/pdf/10.1177/0894845319884636 (https://journals-sagepub-com.lopes.idm.oclc.org/doi/pdf/10.1177/0894845319884636)

Love Is All You Need?

Watch "Love Is All You Need?" by Shields, located on YouTube (2021) to complete the Topic 6 assignment.

https://youtu.be/0GvavEYTJuw (https://youtu.be/0GvavEYTJuw)

Optional - Examining How Lesbian, Gay, and Bisexual Christian Clients' Perceptions of Therapists' Cultural Humility Contribute to Psychotherapy Outcomes

For additional information, the following is recommended:

"Examining How Lesbian, Gay, and Bisexual Christian Clients' Perceptions of Therapists' Cultural Humility Contribute to Psychotherapy Outcomes," by Kangos and Pieterse, from *Psychotherapy* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2021-76300-004&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2021-76300-004&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Optional - Underneath the Mask of the Strong Black Woman Schema: Disentangling Influences of Strength and Self-Silencing on Depressive Symptoms Among U.S. Black Women

For additional information, the following is recommended:

"Underneath the Mask of the Strong Black Woman Schema: Disentangling Influences of Strength and Self-Silencing on Depressive Symptoms Among U.S. Black Women," by Abrams, Hill, and Maxwell, from *Sex Roles: A Journal of Research* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsbig&AN=edsbig.A581998868&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsbig&AN=edsbig.A581998868&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Assignments:

Cultural Impact on Human Behavior (Obj. 6.1 and 6.2)

Culture affects our personalities and behaviors. To analyze underlying reasons for bias and the effects on treatment methods, you will be watching a short film that asks what if our normal wasn't normal? What roles do perspective and empathy play in a counselor's approach? This assignment will help prepare you for the final paper on bias in Topic 8.
First, watch "Love Is All You Need?" located in the Topic 6 Resources. Analyze the cultural differences, behaviors, and actions for bias and underlying reasons

that affects a counselor's approach. In 500-650 words, discuss how the culture affected personality formation, psychological difficulties, and help-seeking behaviors in the short film. Which Counselor Dispositional Expectation would help you work with clients who identify on the LGBTQIA+ spectrum? Discuss the sources of bias and how it would change the treatment method for different ethnic groups.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

This assignment is informed by the following CACREP Standards:
2.F.2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.
2.F.2.f. Help-seeking behaviors of diverse clients.
2.F.2.g. The impact of spiritual beliefs on clients' and counselors' worldviews.
2.F.2.h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

Discussion Questions:

Topic 6 DQ 1 (Obj. 6.1)

Reflect on racial identity development models discussed in previous chapters of the text and discuss why it is reasonable to assume different types of treatment will be more or less effective with individuals of the same ethnic group.

This discussion question is informed by the following CACREP Standards:
2.F.2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.
2.F.2.f. Help-seeking behaviors of diverse clients.

Topic 6 DQ 2 (Obj. 6.2)

Discuss how a counselor can provide culturally responsive strength-based therapy to an older adult, a person with a disability, or a person from a different ethnic group. Provide at least one scholarly reference.

This discussion question is informed by the following CACREP Standards:
2.F.2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.
2.F.2.h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

Participation:

Topic 6 Participation : 20.0 points

Topic 7: Cultural Bias Research

Objectives:

7.1: Identify relevant psychology and counseling research regarding mental health issues and culturally appropriate interventions. [CACREP 2.F.2.b, 2.F.8.i]

7.2: Evaluate current trends' potential bias in psychology and counseling cultural research. [CACREP 2.F.2.b, 2.F.8.i]

7.3: Describe cultural considerations for immigrants, refugees, and undocumented immigrants. [CACREP 2.F.2.c]

Topic Materials

Textbooks

Electronic Resources

Counseling the Culturally Diverse: Theory and Practice

Read Chapter 11 of *Counseling the Culturally Diverse: Theory and Practice*. Optional-Review Chapters 12-20 of *Counseling the Culturally Diverse: Theory and Practice* as they relate to the Topic 7 assignments.

Does Acculturation and Stigma Affect Hmong Women's Attitudes Toward and Willingness to Seek Counseling Services?

Read "Does Acculturation and Stigma Affect Hmong Women's Attitudes Toward and Willingness to Seek Counseling Services?" by Lor, Rodolfa, and Limberg, from *Hmong Studies Journal* (2017).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=126995043&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=126995043&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Don't Put People in Boxes

Watch "Don't Put People in Boxes" from New Hope Church located on YouTube (2017).

https://www.youtube.com/watch?v=zRwt25M5nGw (https://www.youtube.com/watch?v=zRwt25M5nGw)

Methodological Issues in Cross-Cultural Counseling Research: Equivalence, Bias, and Translations

Read "Methodological Issues in Cross-Cultural Counseling Research: Equivalence, Bias, and Translations," by Ægisdóttir, Gerstein, and Çinarbas, from *The Counseling Psychologist* (2008).

https://doi-org.lopes.idm.oclc.org/10.1177/0011000007305384 (https://doi-org.lopes.idm.oclc.org/10.1177/0011000007305384)

Optional - Mental Health Among the Hmong Population in the U.S.: A Systematic Review of the Influence of Cultural and Social Factors

For additional information, the following is recommended:

"Mental Health Among the Hmong Population in the U.S.: A Systematic Review of the Influence of Cultural and Social Factors," by Vang, Sun, and Sangalang, from *Journal of Social Work* (2020).

https://journals-sagepub-com.lopes.idm.oclc.org/doi/10.1177/1468017320940644 (https://journals-sagepub-com.lopes.idm.oclc.org/doi/10.1177/1468017320940644)

Optional - The Influence of Hmong Americans' Acculturation and Cultural Identity on Attitudes Toward Seeking Professional Mental Health Care and Services in Comparison to Traditional Health Beliefs and Practices

For additional information, the following is recommended:

"The Influence of Hmong Americans' Acculturation and Cultural Identity on Attitudes Toward Seeking Professional Mental Health Care and Services in Comparison to Traditional Health Beliefs and Practices," by Xiong, Dauphin, and Weisfeld, from *Hmong Studies Journal* (2018).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsdoj&AN=edsdoj.05d98645d2404869b07982ec7210f98c&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsdoj&AN=edsdoj.05d98645d2404869b07982ec7210f98c&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Assignments:

Cultural Considerations, Issues, and Trends (Obj. 7.1, 7.2, and 7.3)

In a Word document, provide short answers to the statements below. Refer to the Topic 7 Resources for help in completing this assignment.
Describe cultural considerations that the counselor must account for when working with a client from each of the following groups (100-150 words each). Identify your considerations and interventions through relevant cultural counseling research findings. Discuss any cultural bias you are able to identify in your research.

- Immigrants (at various levels of acculturation)
- Undocumented immigrants
- Refugees

Discuss the cultural issues and trends that specifically apply to each of the following regional population groups of the United States (100-150 words each):

- The Hmong in California
- Cuban Americans in Florida
- Hispanic Americans in the Southwest
- Kurdish Americans in Tennessee

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.
This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.
You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.
This assignment is informed by the following CACREP Standards:
2.F.2.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.
2.F.8.i. Analysis and use of data in counseling.

Discussion Questions:

Topic 7 DQ 2 (Obj. 7.2)

How does understanding intergenerational/historic trauma and unresolved grief assist the counselor to be aware of unspoken issues in the counseling session? Give examples. Provide at least one scholarly reference.
This discussion question is informed by the following CACREP Standards:
2.F.2.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.
2.F.8.i. Analysis and use of data in counseling.

Topic 7 DQ 1 (Obj. 7.1)

You have been asked by the clinical director of your agency to create a counseling program for a recently arrived group of refugees from Central America. Part of the goal of this counseling program is to assist the newly arrived refugees to acculturate into your community. Provide at least two scholarly reference to support your response.
This discussion question is informed by the following CACREP Standard: 2.F.2.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.

Participation:

Topic 7 Participation : 20.0 points

Topic 8: Value of Assessment and Testing Instruments

Objectives:

8.1: Describe how cultural differences can influence the accuracy and value of assessment and testing instruments for diverse client populations. [CACREP 2.F.7.h]

8.2: Articulate the appropriate use of assessment and testing instruments for culturally diverse client populations. [CACREP 2.F.7.h]

Topic Materials

Textbooks

Electronic Resources

Counseling the Culturally Diverse: Theory and Practice

Review Chapter 11 and 12-20 of *Counseling the Culturally Diverse: Theory and Practice*.

Development and Initial Testing of the Multidimensional Cultural Humility Scale

Read "Development and Initial Testing of the Multidimensional Cultural Humility Scale," by Gonzalez, Sperandio, Mullen, and Tuazon, from *Measurement & Evaluation in Counseling & Development* (2021).

https://doi-org.lopes.idm.oclc.org/10.1080/07481756.2020.1745648 (https://doi-org.lopes.idm.oclc.org/10.1080/07481756.2020.1745648)

Multicultural Competence in Counseling Research: The Cornerstone of Scholarship

Read "Multicultural Competence in Counseling Research: The Cornerstone of Scholarship," O'Hara, Chang, and Giordano, from *Journal of Counseling & Development* (2021).

https://doi-org.lopes.idm.oclc.org/10.1002/jcad.12367 (https://doi-org.lopes.idm.oclc.org/10.1002/jcad.12367)

Optional – African American Historical Trauma: Creating an Inclusive Measure

For additional information, the following is recommended:
"African American Historical Trauma: Creating an Inclusive Measure," by Williams and Mills, from *Journal of Multicultural Counseling and Development* (2018).

https://doi-org.lopes.idm.oclc.org/10.1002/jmcd.12113 (https://doi-org.lopes.idm.oclc.org/10.1002/jmcd.12113)

Optional – Assessment of the Hispanic Community

For additional information, the following is recommended:
"Assessment of the Hispanic Community," by Barrueco, from *Salem Press Encyclopedia of Health* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=115297521&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=115297521&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Optional - Racial Disparity in the Clinical Risk Assessment

For additional information, the following is recommended:
"Racial Disparity in the Clinical Risk Assessment," by Kerner, McCoy, Gilbo, Colavita, Kim, Zaval, and Rotter, from *Community Mental Health Journal* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=142383968&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost

(https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=142383968&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Psychometric Synthesis of the Multicultural Counseling Inventory

Read "Psychometric Synthesis of the Multicultural Counseling Inventory," by Shannonhouse, O'Hara, and Erford, from *Measurement and Evaluation in Counseling and Development* (2020).

https://doi-org.lopes.idm.oclc.org/10.1080/07481756.2018.1476028 (https://doi-org.lopes.idm.oclc.org/10.1080/07481756.2018.1476028)

Assignments:

Benchmark - Social and Cultural Diversity Analysis (Obj. 2.2, 2.3, and 2.4)*

The purpose of this analysis is to increase your awareness regarding multicultural competence as a counselor in training.
Write a three-part analysis in which you address the content criteria provided in the "Social and Cultural Diversity Analysis Instructions" attachment. Your paper should be 1,000-1,250 words excluding the reference and title page.
The paper must include six to eight scholarly references in addition to the textbook. More references may be used if necessary.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.
This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.
You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Course Resources if you need assistance.

*This assignment is recommended as a representative artifact in your e-Portfolio.
This performance assessment assesses the Key Performance Indicator (KPI) for Social & Cultural Diversity.
GCU Benchmark Information
This benchmark assignment assesses the following programmatic competencies and professional standards:
MS Clinical Mental Health Counseling
3.1: Explain issues and trends in a multicultural and diverse society in the practice of professional counseling. [CACREP 2.F.2.b, 2.F.2.c, 2.F.2.e, 2.F.2.f, 2.F.2.g] (MC3, MC5)
3.2: Evaluate the importance of social and cultural competence in providing counseling services to diverse populations. [CACREP 2.F.2.b, 2.F.2.c, 2.F.2.d,

2.F.2.e, 2.F.2.f, 2.F.2.g, 2.F.6.f, 2.F.6.h] (MC3, MC5)
3.3: Assess their own social and cultural awareness, attitudes, and biases. (MC2)
MEd School Counseling
3.1: Explain issues and trends in a multicultural and diverse society in the practice of professional counseling. [CACREP 2.F.2.a, 2.F.2.b, 2.F.2.c, 2.F.2.e, 2.F.2.f, 2.F.2.g] (MC3, MC5)
3.2: Evaluate the importance of social and cultural competence in providing counseling services to diverse populations. [CACREP 2.F.2.b, 2.F.2.c, 2.F.2.d, 2.F.2.e, 2.F.2.f, 2.F.2.g, 2.F.6.f, 2.F.6.h] (MC3, MC5)
3.3: Assess candidates' own social and cultural awareness, attitudes, and biases. (MC2)
This assignment is informed by the following CACREP Standards:
2.F.2.a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.
2.F.2.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.
2.F.2.c. Multicultural counseling competencies.
2.F.2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.
2.F.2.g. The impact of spiritual beliefs on clients' and counselors' worldviews.
2.F.2.h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

Discussion Questions:

Topic 8 DQ 2 (Obj. 8.2)

How should a culturally competent counselor approach the processes of assessment and diagnosis when dealing with clients from minority populations? Support your answer with at least one scholarly reference and review cultural syndromes from the latest version of the *DSM*.

This discussion question is informed by the following CACREP Standard:

2.F.7.h. Reliability and validity in the use of assessments.

Topic 8 DQ 1 (Obj. 8.1)

Describe how cultural differences can influence the accuracy and value of assessment and testing instruments for diverse client populations. Provide an example of cultural bias in counseling/psychological research and support your answer with at least one scholarly reference.

This discussion question is informed by the following CACREP Standard:

2.F.7.h. Reliability and validity in the use of assessments.

Participation:

Topic 8 Participation : 20.0 points

Gradebook

Assignment	Topic Due	Non Trad Points
Exploring Your Culture (Obj. 1.3)	Topic 1	100
Increasing Your Cultural Competence (Obj. 2.3 and 2.4)	Topic 2	100
Self-Awareness and Counselor Identity Development (Obj. 4.3 and 4.4)	Topic 4	100
Cultural Counseling Presentation (Obj. 5.1, 5.2, and 5.3)	Topic 5	100
Cultural Impact on Human Behavior (Obj. 6.1 and 6.2)	Topic 6	100
Cultural Considerations, Issues, and Trends (Obj. 7.1, 7.2, and 7.3)	Topic 7	100
Benchmark - Social and Cultural Diversity Analysis (Obj. 2.2, 2.3, and 2.4)*	Topic 8	140
CNL-509 Topic 8 Quiz	Topic 8	20
Discussion Questions	Topics 1-8	80
Participation	Topics 1-8	160
Total		1000

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