Title: Assistant Professor: Joel Filmore, EDD, LPCC (MN), LCPC (IL)  
Office Location: EH 121  
Phone: 507.457.2466  
E-mail: jfilmore@winona.edu  
Office Hours: M-T; 12-5pm; or by appt.  

Course Location: GI 326  
Course Dates, Times, Delivery: Thursday; 5p-8p  

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 Substance Abuse and Mental Health Services Administration (SAMHSA) Treatment Improvement Protocol (TIP) 59.  

Required Texts and/or Materials:  

Course Objectives:  
1. To explore pluralism as it relates to the implementation and on-going practice of multicultural counseling competencies in community and school counseling settings.  
2. To improve human relations and communications skills.  
3. To become aware of one’s own philosophy of life.  
4. To become more aware of feelings, values, and goals.  
5. To gain an understanding of the dehumanizing effect of prejudice, racism, and sexism.  
6. To develop a conscious awareness and working knowledge of people who are culturally diverse.
7. To become aware of issues associated with special populations (e.g. children, older adults, people with disabilities, people living in poverty, etc.).
8. To discuss and develop human relations and communications strategies for empowering all people.
9. To develop an understanding of the concepts of tolerance and civility as they relate to human relations, diversity and communication.

**Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:** (include CACREP objectives for CMHC and SC as appropriate)

II. G. 2: SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;
c. theories of multicultural counseling, identity development, and social justice;
d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

**Mental Health Counseling:**

**DIVERSITY AND ADVOCACY**

E. **Knowledge**
1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.
3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.
5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.
6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

F. **Skills and Practices**
   1. Maintains information regarding community resources to make appropriate referrals.
   2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
   3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

---

**School Counseling:**

**DIVERSITY AND ADVOCACY**

E. **Knowledge**
   1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
   2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.
   3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
   4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

F. **Skills and Practices**
   1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
   2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
   3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
   4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

---

**University Expectations and Resources:**

**Academic Integrity:** The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: [http://www.winona.edu/sld/academicintegrity.asp](http://www.winona.edu/sld/academicintegrity.asp).
**Accommodations:** According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at [http://www.winona.edu/accessservices/gettingstarted.asp](http://www.winona.edu/accessservices/gettingstarted.asp).

**Commitment To Inclusive Excellence:** WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU’s community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: [http://www.winona.edu/diversity/estatement.asp](http://www.winona.edu/diversity/estatement.asp).

**Graduate Student Resources:**

**General Information:** Academic calendar, forms and other procedures for graduate students can be found at [http://www.winona.edu/gradstudies/currentstudents.asp](http://www.winona.edu/gradstudies/currentstudents.asp)

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, ([www.winona.edu/rochester/](http://www.winona.edu/rochester/)):

- RCTC Counseling Center, UCR Room SS133; 285-7260 ([www.rctc.edu/counseling_career_center/](http://www.rctc.edu/counseling_career_center/))
- UCR Learning Center, UCR Room AT306; 285-7182

**Counseling Services:** Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties. WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

**Other Support Services:** WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources. The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the KEAP Center, dedicated to supporting diversity on campus, can be found here: [http://www.winona.edu/diversity/22.asp](http://www.winona.edu/diversity/22.asp).

- **UCR Learning Center - Rochester** - For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.
Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student 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. Such complaint procedures are available online at: http://www.winona.edu/sld/studentgrievance.asp

Course Requirements

1. Ethnic Cultural Identity Paper (50 points): One of the paramount considerations for effective Multicultural Counseling is the Counselor’s analyses and exploration of Who They Are in all Their Contexts, viz., “Counselor Know Thy Self” (Hulnick 1977). Each student will write a 5-8 page (APA Style) paper describing his/her cultural/ethnic group. Include in your discussion the following topics: This paper must include at minimum 5 research references.
   a. An explanation of your groups’ identity
   b. How you identify yourself racially/culturally.
   c. What do you like about your ethnic group
   d. What do you dislike about your ethnic group?
   e. What are your earliest memories regarding racial/cultural differences?
   f. What type of messages did you receive from your family regarding race, gender, sexual orientation and disability
   g. The history of your group, e.g. coming the Americas.
   h. Your groups’ experiences with racism, discrimination or prejudice.
   i. Your groups’ historical comfort or discomfort with tolerance/diversity.
   j. What are the values common to your ethnic group?
   k. The implications for counseling with your group members

2. Diversity Interview Research Paper (50 points). Each student will conduct an interview over two sessions with a person of a different cultural/ethnic group. Questions to guide your interview are attached to the syllabus. Note: The attached Questions to Guide You in Learning About a Person’s Culture (See Appendix A) can serve as a broad outline too help you in thinking about and constructing your interview. They are only sources for assisting in framing your Own Questions. Discuss and describe the experiences of your interviewee within the context of what we are studying in class. Also describe in your paper Critical Incidents in the persons life impacting race, class, gender, etc. Your paper should be from 10-14 pages (APA style) in length.
   a. Part One of the paper (2-3) pages will be a general discussion about your diversity interview.
   b. Part Two of the paper will be researched based (at minimum 8 research articles) and should answer the following:
      i. Identify the personal assumptions/biases you held about this individuals’ group prior to your interview. This should be an honest expression of your knowledge, feelings, assumptions, likes, dislikes etc. prior to doing your additional research.
ii. Identify and discuss specific counseling issues and strategies relevant to working with members of the (interviewee’s) person’s ethnic/racial identity.

iii. Present a brief overview of the history of this group’s presence and role in American society. Describe the Worldviews, Values and traditions that are characteristic of this population’s cultural heritage and experiences along with this group’s perceptions of counseling/psychotherapy as a help seeking option.

iv. What did you learn from this experience? What surprised you the most? What issues created some concern or bothered you?

v. Was this assignment comfortable for you to do? If not, why not?

vi. How did this experience impact your Multicultural Self-Awareness?

OR

3. Social Justice Research Paper (50 points). First, read the following articles:
   Greenleaf, A., Bryant, R., (2012) …Perpetuating Oppression: Does the Current Counseling Discourse Neutralize Social Action? (D2L) After reading the article consider the following points:
   a. Identify a Social Justice Concern or Problem that will be your focus and the focus of your paper and volunteer experience.
   c. What contributes to this problem or concern?
   d. What are some organizations that help in alleviating this problem? What Service(s) do they provide in helping address the problems/concerns?
   e. Interview one representative of an organization that provides assistance for your cause/concern and what information do they provide you in terms of how their organization goes about addressing this problem/concern. Volunteer at your organization or a similar type that works with your population of interest for a minimum of 4 (four hours over several weeks). Have an agency representative sign your volunteer form (See Appendix B).
   f. Solutions – What are some additional actions that can be taken to address this problem/concern within the larger social context?
   g. What can you, as counselor-in-training do personally to address this problem/concern?
   h. What did you learn about social justice initiatives in doing this assignment and what did you learn from your volunteer experience?
   i. In an 8-10 page reflection paper, discuss points a-g. Include in your reflection paper discussion, the Greenleaf article along with at minimum 4 additional articles on counseling and social justice. APA style formatting and reference page(s) are required, an Abstract is not.

4. Personal Journal (75 points/5 points each). Each student will be required to keep a typed personal journal. The purpose of the journal is to provide you with the opportunity to reflect upon your development as a multiculturally competent counselor-in-training. This journal should discuss/cover what you see occurring that facilitates or
hinders good communication, listening, counseling etc. Your entries are especially important following class activities, class discussions, upon the completion of an assignment, or when something observed outside class impacts your development as a counselor. Entries are expected on a weekly basis. **These self-reflective journals should focus on what you think and feel as well as focusing on your own internal dialogue.** This can serve as a source for your individual growth and development, thus your honesty in expressing your real feelings is encouraged. Your journal entries will need to be posted on scheduled dates (see syllabus). **Please note, these journals will be kept in the strictest confidence, and will only be read by the instructor.**

**GRADING:**

- 93-100 = A
- 85-92 = B
- 77-84 = C
- Below 77 = Consider a different profession
APPENDIX A

Questions to Guide You in Learning About a Person’s Culture [Adapted from E. Lynch & M. Hanson (1998) Developing Cross-Cultural Competence]

1. What is your history? What is your home of origin? Why did you/your family settle in____?
2. What is your work?
3. What are some of your family customs and roles of members within your family? What is your role in your family?
4. How closely do you identify with and affiliate with your culture? How assimilated into the mainstream culture are members of your family and how well is that accepted by the rest of the family?
5. What are the gender roles in your culture? And in your family?
6. What religious or spiritual beliefs are influential in your culture and for your family?
7. What are your family beliefs about/around child rearing and discipline?
8. What would be the characteristics and practices of people who are considered to be excellent parents in your culture?
9. What are the power structures in your family? Is age a factor in who has power? How are decisions made at the family and community level?
10. Who holds positions of formal power in your culture? Who are the most powerful Informal leaders in your community? Who held positions of power in the past?
11. What is your concept of health? What are customary health practices and beliefs? Who is responsible for and influences health care? Do you use home or folk remedies, a healer, shaman or some other traditional or spiritual healer?
12. What is your concept of time? Is this the same as others in your culture?
13. What is your concept of personal space? What is considered appropriate touch between people of various relationships? (Consider how people greet each other when they are first introduced, when they greet friends, when they greet relatives).
14. How can you communicate effectively in your culture? Consider the meaning of tone of voice, gestures, eye-contact, overall body language, terminology used to describe health, face-saving behaviors.

Identify and verify customs, beliefs, and practices that might be misinterpreted by established institutions within your community, e.g. schools, law enforcement, social services, health care providers (this includes such beliefs around certain body parts such as the head, male and female circumcision, cutting or puncturing the skin, transfusions, autopsies).
VOLUNTEER SITE FORM

Organization: ________________________________________________

Address: ________________________________________________

Student Name______________________________________________

Volunteer Site Coordinator
Name: _____________________________________________________

Volunteer Site Coordinator Signature:
_________________________________________________________

Phone Number:
________________________________________________________

Email: _____________________________________________________

Total Hours: ________________

To Whom It My Concern:

The above named student is volunteering at your organization (at a minimum of four
hours) as an assignment for his/her graduate class in Human Relations and Diversity at
Winona State University.

The class is under the instruction of Dr. Joel M. Filmore, EDD, LPCC, LCPC. Dr. Filmore
may be reached at 507-457-2466 or jfilmore@winona.edu
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS/ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/15/15</td>
<td>• Welcome!</td>
<td>• Discuss: Introductions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discuss: Syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discuss: Questions</td>
</tr>
<tr>
<td>1/22/15</td>
<td>• The Multicultural Journey to Cultural Competence: Personal Perspectives</td>
<td>• Read: Chapter 1 (Sue &amp; Sue)</td>
</tr>
<tr>
<td></td>
<td>• Introduction to Cultural Competence</td>
<td>• Read: Chapter 1 (TIP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read: White Privilege (D2L)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• DUE: Quiz 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• DUE: Journal 1</td>
</tr>
<tr>
<td>1/29/15</td>
<td>• The Superordinate Nature of Multicultural Counseling and Therapy</td>
<td>• Read: Chapter 2 (Sue &amp; Sue)</td>
</tr>
<tr>
<td></td>
<td>• The Manifestation of Racial, Gender, and Sexual-Orientation Microaggressions</td>
<td>• Read: Chapter 1 (Sue)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• DUE: Quiz 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• DUE: Journal 2</td>
</tr>
<tr>
<td>2/5/15</td>
<td>• Multicultural Counseling Competence for Minority Group Counselors/Therapist</td>
<td>• Read: Chapter 3 (Sue &amp; Sue)</td>
</tr>
<tr>
<td></td>
<td>• Core Competencies for Counselors and Other Clinical Staff</td>
<td>• Read: Chapter 2 (TIP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• DUE: Quiz 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• DUE: Journal 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• DUE: Ethnic Cultural Identity Paper</td>
</tr>
<tr>
<td>2/12/15</td>
<td>• The Politics of Counseling and Psychotherapy: Social Justice in Counseling</td>
<td>• Read: Chapter 4 (Sue &amp; Sue)</td>
</tr>
<tr>
<td></td>
<td>• Taxonomy of Microaggressions</td>
<td>• Read: Chapter 2 (Sue)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• DUE: Quiz 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• DUE: Journal 4</td>
</tr>
<tr>
<td>2/19/15</td>
<td>• NO CLASS</td>
<td>• Read: Chapter 22 (Sue &amp; Sue)</td>
</tr>
<tr>
<td></td>
<td>• Counseling LGBT Individuals</td>
<td>• Read: Chapter 9 (Sue)</td>
</tr>
<tr>
<td></td>
<td>• Sexual-Orientation Microaggressions and Heterosexism</td>
<td>• DUE: Quiz 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• DUE: Journal 5</td>
</tr>
<tr>
<td>2/26/15</td>
<td>• Microaggressions in Counseling and Psychotherapy</td>
<td>• Read: Chapter 6 (Sue &amp; Sue)</td>
</tr>
<tr>
<td></td>
<td>• Microaggressive Impact on Mental Health Practice</td>
<td>• Read: Chapter 12 (Sue)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• DUE: Quiz 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• DUE: Journal 6</td>
</tr>
<tr>
<td>3/5/15</td>
<td>• Barriers to Multicultural Counseling and Therapy: Individual and Family Perspectives</td>
<td>• Read: Chapter 7 (Sue &amp; Sue)</td>
</tr>
<tr>
<td></td>
<td>• Microaggressive Stress: Impact on Physical and Mental Health</td>
<td>• Read: Chapter 5 (Sue)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• DUE: Quiz 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• DUE: Journal 7</td>
</tr>
<tr>
<td>3/12/15</td>
<td>• SPRING BREAK</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>Date</td>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 3/19/15    | Multicultural Evidence-Based Practice  
|            | Drug Cultures and the Culture of Recovery                                    |
|            | Read: Chapter 9 (Sue & Sue)  
|            | Read: Chapter 6 (TIP)  
|            | DUE: Quiz 9  
|            | DUE: Journal 9                                                              |
| 3/26/15    | Non-Western Indigenous Methods of Healing: Implications for Counseling and Therapy  
|            | The Microaggression Process Model: From Beginning to End                      |
|            | Read: Chapter 10 (Sue & Sue)  
|            | Read: Chapter 4 (Sue)  
|            | DUE: Quiz 10  
|            | DUE: Journal 10                                                             |
| 4/2/15     | Racial/Cultural Identity Development in People of Color: Therapeutic Implications  
|            | Microaggressive Impact on Education and Teaching: Facilitating Difficult Dialogues on Race in the Classroom |
|            | Read: Chapter 11 (Sue & Sue)  
|            | Read: Chapter 11 (Sue)  
|            | DUE: Quiz 11  
|            | DUE: Journal 11                                                             |
| 4/9/15     | White Racial Identity Development: Therapeutic Implications  
|            | Racial/Ethnic Microaggressions and Racism                                    |
|            | Read: Chapter 12 (Sue & Sue)  
|            | Read: Chapter 7 (Sue)  
|            | DUE: Quiz 12  
|            | DUE: Journal 12                                                             |
| 4/16/15    | Culturally Competent Assessment  
|            | Culturally Responsive Evaluation and Treatment Planning                       |
|            | Read: Chapter 13 (Sue & Sue)  
|            | Read: Chapter 3 (TIP)  
|            | DUE: Quiz 13  
|            | DUE: Journal 13                                                             |
| 4/23/15    | Counseling African Americans  
|            | Counseling American Indians and Alaska Natives  
|            | Systemic Oppression: Trust, Mistrust, Credibility, and Worldviews            |
|            | Read: Chapters 14-15 (Sue & Sue)  
|            | Read: Chapter 5 (Sue)  
|            | DUE: Quiz 14  
|            | DUE: Journal 14                                                             |
| 4/30/15    | Counseling Asian Americans and Pacific Islanders  
|            | Counseling Latinos                                                          |
|            | Read: Chapter 16-17 (Sue & Sue)  
|            | DUE: Quiz 15  
|            | DUE: Journal 15                                                             |
| 5/7/15     | FINALS  
|            | Research Paper Due                                                           |