Title: Assistant Professor: Robin Alcala Saner
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Office Hours: Monday, 1-5, Tuesday, 2-4, Thursday, 1-5; other hours by appointment
Course Location: GI 302
Course Dates, Times, Delivery: Wednesdays, 5-8pm

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, sexism and other “isms”.

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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.

**Course Expectations and Requirements:**

1. **Attendance and participation (80 pts)**
   Students are required to attend all classes and be active and engaged learners. It is expected that you come to class prepared by having completed the assignments and readings. This class is interactive and your presence is important to your group. Each class will begin with a discussion
of current events relative to the topic. In addition, there will be some on-line discussions (10 pts each) with your group to follow up on readings and current events.

If you need to miss a class due to an emergency or illness, you are expected to contact the instructor as soon as possible.

Inclement weather may interfere with class. The instructor will notify students of cancellation by 2pm of the day of class and notifications will be made via D2L announcements, the WSU homepage, and WSU email.

2. Assignments
Assignments are expected on time. If for some reason a student has difficulty meeting course expectations, the student is responsible for notifying the instructor immediately to work out an alternate plan agreed upon by both parties. Late assignments will result in a minimum 10% reduction in the grade. Lack of instructor permission may result in no credit for assignment.

The assignments for this class will require planning as you will need to schedule time outside of the classroom for interviews, activities, etc. Please plan ahead so you can complete the projects on time. Additionally, you will be provided some class time to complete your assignments. All papers are to align with the APA guidelines.

RLT 1 - StoryCorps (100 pts.)
The purpose of this activity is to gain an appreciation of the history and culture of an older adult through the story process.

1. Upload the “StoryCorps” app to a device https://storycorps.me. If you do not have a device that can work, let the instructor know and we will work on getting something for you to work with.
2. Listen to at least two of the recordings posted on https://storycorps.org
3. Find an adult who is willing to be interviewed and recorded and is from a culture other than your own.
4. Schedule a time, and utilizing the StoryCorps app, interview the adult.
5. Post the recording.
6. Write a 2-4 page reflection paper about the experience. Some things to reflect on:
   a. What did you learn about the person’s story?
   b. Was your interview similar to the ones you heard?
   c. How, if at all, did this experience change you?
   d. How, if at all, do you think this changed your interviewee?
   e. What was the most significant part of the interview?
   f. What do you wish you had asked?
7. You will do an informal presentation of your story experience and play a brief excerpt.

RLT 2 - PhotoVoice Project (150 pts.)
This project is both a learning experience and a vehicle for advocacy. You will use visual evidence to recognize and voice the problems faced by underrepresented populations as well as sharing
potential solutions with policy makers. You will write a one-paragraph description of your topic and submit it to the dropbox for approval.

PhotoVoice has 3 main goals:
1. To enable people to record and reflect on the strengths and problems of individuals, families, schools, communities, and the larger society;
2. To promote critical dialogue and knowledge about important issues through large and small group discussions and photographs; and
3. To reach policy makers. (Wang, 1999)

You will do this by identifying a topic you would like to address, i.e. homelessness, civil rights issues, GLBTQA, treatment of Muslims, etc. You will take photos that represent the topic you are addressing, write a 6-10 page paper, and present your topic in class.

Paper - In your paper, include the following (use headings to organize your paper):
- Literature Review of the selected topic – this section should include both an introduction/background on the topic and discussion of the topic, utilizing a minimum of 3 resources beyond class resources.
- Ethical and social justice implications – Succinctly describe the mandate to advocate on this topic and highlight the social justice implications of the topic being addressed.
- Implications for your profession – This section is a thoughtful and reflective summary of the role of the counselor/professional in addressing the problem and suggestions for improvement. This section is written in a subjective, first person voice (Use “I”, “me”, “my”)
- Why did you choose the photographs you selected and what is the story behind the photographs. Please be sure to include photos and caption in an Appendix section.
- To whom will you share the project with? Why? How will you disseminate the information to stakeholders? What might be the implications of your actions?
- What will you take away from this experience?

Presentation
- Brief description of your topic and its impact.
- Why did you choose the photographs you selected? (Include 3-5 photos and caption/narrative)
- What are implications for professionals?
- To whom will you share the project with?
- One thing you will take away.

RLT 3 - Cultural experience (100 pts.)

For this assignment you will attend an activity, volunteer at an agency, etc. that will take you out of your comfort zone and expose you to something outside of your regular cultural activities. Since we all have different cultural norms, you will need to determine what differs from your experience. Your experience must be preapproved by the professor. You will write a one-paragraph description of the experience and why you chose it and submit it to the dropbox. Some possibilities include (but are not limited to):
Going to a mosque (males only as women are not allowed in the mosque), Synagogue, Temple, etc.

Volunteering at a Senior Center or nursing home

Volunteering at a Special Olympics event
  o [http://specialolympicsminnesota.org/events/](http://specialolympicsminnesota.org/events/)
  o [http://www.specialolympicswisconsin.org/](http://www.specialolympicswisconsin.org/)


Attending a Pride event

Volunteering at a Pow Wow or other Native American activity

Following this meaningful experience, you will write a 3-5 page paper in APA format about your experience:

- What was it like? Be descriptive.
- Did it meet your expectations? How?
- How was this different from your typical experiences? Note: if the answer is that it was not different, then the experience is not appropriate for this assignment.
- How was this similar to any previous life experiences?
- What surprised you?
- What was your emotional response?
- What did you learn?
- Would you do it again, or would you choose a different opportunity?
- What were your “aha” moments or “takeaway” learning experiences?

**RLT 4 - Podcast (100 points)**

Your group will be assigned a case study from the Sue & Gallardo book. You will create a podcast, utilizing technology to record and post the discussion. If you are unfamiliar with the podcast format, please listen to one to learn to understand the format. We will discuss this further in class.

**Podcast reflection**

The podcast is one format for having a discussion regarding multiculturalism. By creating the podcast assignment, we pulled together the following:

- Knowledge of topic
- Participation in the multicultural discussion
- Identification of counseling tools/techniques for working with diverse individuals
- Facilitation skills
- Critical thinking

As a follow up creating and participating in the podcast, you will listen to one additional podcast and write a 2-page reflection paper on the entire experience. Some of the things you may want to address:
• Benefits and challenges of having the podcast discussion
• How do you think the discussion would have been different if we did it the first week of class?
• What did you learn from your group’s case regarding working with that particular client?
• What did you gain from the other podcast?
• Did you have any “aha” moments from this experience?
• Have you gained any new insights or ideas regarding certain clientele?
• Do you learn anything about yourself or others through this process?

Grading points total:

A = 530 – 477
B = 476 – 424
C = 423 – 371
370 or below – redo
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS/PRESENTATIONS</th>
<th>READINGS/ASSIGNMENTS</th>
<th>NOTES</th>
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</table>
| January 13, 2016 | Introduction & syllabus  
Ground rules  
Groups assigned  
Cultural competence & race | TIP 59 Chpt. 1        |                                                            |
| January 20, 2016 | Beginning the race talk –what is it?  
7pm: “Confronting the conscience of America through Art” - Krysko | Chapters 1 & 2  
TIP 59 Chapter 2  
Identify PhotoVoice topic |                                                            |
| January 27, 2016 | ON-LINE DISCUSSION  
Stories & narratives | Chapter 3 |                                                            |
| February 3       | Ground rules for the Race Talk  
Myths | Chapters 4 & 5  
TIP 59 Chapter 3  
Preapproval for cultural experience due |                                                            |
| February 10      | StoryCorps presentations  
Nonverbal communication & avoidance | Chapters 6 & 7  
TIP 59 Chapter 4  
StoryCorps Due |                                                            |
| February 17      | Strategies for starting the discussion | Chapters 8 & 9  
TIP 59 Chapters 5 & 6 |                                                            |
| February 24      | ON-LINE DISCUSSION  
Difficult dialogues | Chapter 10 |                                                            |
| March 2          | PhotoVoice discussion in groups  
Identity development | Chapters 11  
TIP 59 Chapters 5 & 6 |                                                            |
| March 9          | WSU Spring Break | No class |                                                            |
| March 16         | Photos chosen with group assistance  
Being a change agent | Chapter 12 |                                                            |
| March 23         | PhotoVoice presentations | PhotoVoice Project Due |                                                            |
| March 30         | Next steps – helping others talk about race | Chapter 13 |                                                            |
| April 6          | ON-LINE DISCUSSION  
Strategies | Listen to a podcast |                                                            |
| April 13         | Share cultural experience  
Practice podcast | Cultural experience paper due |                                                            |
| April 20         | Podcast created in class | Podcast reflection due |                                                            |
| April 27         | FINAL | |                                                            |
Grading points total:

A = 350 – 315
B = 314 – 280
C = 279 – 245
Below 245 – redo

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.

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.

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.

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

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

- RCTC Counseling Center, UCR Room SS133; 285-7260 (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.

- 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
# Cultural Experience Rubric (100 pts.)

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<th>26-30 points</th>
<th>21-25 points</th>
<th>Below 21 pts.</th>
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<tr>
<td><strong>Format (30 pts.)</strong></td>
<td>Excellent writing skills, no grammatical errors, thorough, and accurate APA format</td>
<td>Good writing skills, few errors, and accurate APA format</td>
<td>Poor writing skills. Several errors. Inadequate APA format</td>
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<td><strong>Format Grade</strong></td>
<td>31-35 points</td>
<td>25-30 points</td>
<td>Below 25 points</td>
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<tr>
<td><strong>Depth of Understanding (35 points)</strong></td>
<td>Thoroughly addresses every component of paper and insightful description of experience</td>
<td>Adequately addresses every component of paper and satisfactory description of experience.</td>
<td>Does not address every component of paper, insufficient description of experience.</td>
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<td><strong>Depth Grade</strong></td>
<td>31-35 points</td>
<td>25-30 points</td>
<td>Below 25 points</td>
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<tr>
<td><strong>Reflection (35 points)</strong></td>
<td>Exceptional depth of reflection and personal impact of experience</td>
<td>Sufficient depth of reflection and personal impact of experience</td>
<td>Insufficient depth of reflection and limited evidence of personal impact of experience.</td>
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<td><strong>Reflection Grade</strong></td>
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<td><strong>TOTAL</strong></td>
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## PODCAST Rubric

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<tr>
<td><strong>Ease of following (35 pts.)</strong></td>
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<td><strong>Participation (35 pts.)</strong></td>
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<tr>
<td><strong>Reflections (30 pts.)</strong></td>
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<td><strong>Total (100 points)</strong></td>
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