WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: MEC 6608

COURSE TITLE: Multi-Cultural Counseling

College of Education Program Attributes
The manner in which we prepare educational personnel is informed by eight essential attributes: (1) ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of content and discourse of disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality, and collaboration; (5) facilitating inquiry and reflection, i.e. providing structured opportunities for critical reflection on and taking action in one’s daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven (8) and ensuring that programs promote the effective use of technology.

I. COMPETENCY

Delaware/National Standards for Students

Academic Development
1. Standard A Students will acquire the attitudes, knowledge and the skills that contribute to learning in school and across the life span.

Career Development
4. Standard A Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
5. Standard B Students will employ strategies to achieve future career success and satisfaction.
6. Standard C Students will understand the relationship between personal qualities, education and training, and the world of work.

Personal/Social Development
7. Standard A Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.
8. Standard B Students will make decisions, set goals and take necessary action to achieve goals.
9. Standard C Student will understand safety and survival skills.
Program Competencies, Knowledge and Performance

1. Develop an understanding of human behavior and child development in order to address the cognitive, personal, social, and career needs of children and adolescents.

2. Acquire an understanding of a comprehensive school counseling program which enables counselors to demonstrate fairness and equity to every student. Develop the skills to design, implement, and evaluate this program.

3. Understand the principles and purposes of assessment and the collection and use of data to monitor student progress and implement the results.

4. Examine and demonstrate a thorough understanding of established and emerging counseling theories to create a foundation for effective counseling with a diverse population.

5. Develop the knowledge, skills, techniques, and confidence in individual, group counseling, and classroom guidance needed to act as a leader and advocate to assist children and adolescents with their development, learning, achievement, and decision making tasks.

6. Become familiar with contemporary issues which are affecting the social, physical, and cognitive development of children and adolescents.

7. Acquire an understanding of family and marital systems, as well as the consultation process needed to work with parents, teachers, administrators, and the community to achieve common goals for the education of children.

8. Develop the knowledge and expertise needed to provide youth with career development information. In addition, know how to locate information and resources which will facilitate academic, social-personal, and career decision making.

9. Develop a complete understanding of the ethical standards and guidelines of both the American Counseling Association and the American School Counseling Association.

Graduation Competencies

It is intended that students will have an advanced level of applicable knowledge in the following areas as appropriate to one’s field of study:

1. Oral Communication
   1.1 Speak with confidence, clarity, and conciseness.
   1.2 Research, prepare, and deliver professional presentation.

2. Written Communication
   2.1 Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
   2.2 Utilize appropriate APA format for scholarly writings.

3. Disciplined Inquiry
   3.1 Utilize quantitative, qualitative and scientific reasoning to solve problems.
   3.2 Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.
   3.3 Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.

4. Information Literacy
   4.1 Access and use information effectively, efficiently, and appropriately.
   4.2 Evaluate the quality of sources and content.
   4.3 Use technology to effectively locate and communicate information

5. Ethics
   5.1 Demonstrate knowledge and application of prescribed ethical codes
II. LEARNING OUTCOMES AND GOALS

Course Description:
This course is designed to prepare counselors to work with various cultures and multi-cultural situations. It will address the needs and concerns of cultural, ethnic, racial, gender, sexual orientations, disability, socioeconomic, and individual diversities.

GOAL 1: The candidate will compare and contract multicultural counseling with other counseling techniques.

GOAL 2: Demonstrate knowledge and articulate understanding of how discrimination, stereotyping oppression, and cultural discrimination affects clients personally, and professionally.

GOAL 3: Demonstrate knowledge of verbal and non-verbal communications styles of different ethnic backgrounds.

GOAL 4: Discuss live experiences, cultural heritage, family cultural systems, and historical backgrounds of identified cultural differences in their clients.

GOAL 5: Discuss ethnic/racial diversity, especially in gender, and sexual preferences in other multicultural issues.

GOAL 6: Articulate and demonstrate how culturally different clients have religious and spiritual beliefs and values including attributions and taboos.

GOAL 7: Demonstrate knowledge of how to advocate for their clients both in institutional and community levels.

GOAL 8: Develop multi-cultural awareness through world views, class discussions, articles and PowerPoint presentations.

III. ATTENDANCE POLICY:

Wilmington University Policy:
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.

College of Education Policy:
In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignments.
IV. EXTERNAL ASSIGNMENT

Group Research Final Paper:
The candidate counselor will write a **multi-cultural counseling paper** on a cultural group
different than the candidate is a member (APA). The paper will delve into the following:
Present an overview of the cultural group; Describe the best overall counseling approaches and
why to help the specific group; Discuss and describe five recommendations for effective
counseling of the cultural group; verbal and nonverbal communication; issues of discrimination
and stereotyping of the cultural group; related issues (for example, cultural heritage, family,
religious and spiritual beliefs, etc.).

The candidate will answer and discuss five of the following questions:

(1) Presentation of a general overview of the cultural group;
(2) Answering to text questions on specific cultural group;
(3) Best overall counseling approaches for work with group;
(4) Five recommendations for adolescent counseling of this group;
(5) Discussion of discrimination and stereotyping that impacts group;
(6) Review of different verbal and nonverbal communication styles;
(7) Review of related issues (i.e., cultural heritage, family systems, religious and spiritual beliefs,
music culture, world views, youth culture, etc.).
## WILMINGTON UNIVERSITY
### DIVISION OF EDUCATION/ MEC PROGRAM
#### SCORING RUBRIC

**Course:** MEC 6608  
**Title:** Multi-Cultural Counseling

**Graduation Comp:** 3. Disciplined Inquiry  
3.2. Exercise critical thinking strategies including problem solving, analysis, and evaluation.

**Program Comp:** 6. Become familiar with contemporary issues which are affecting the social, physical, and cognitive development of children and adolescents.

**Learning Activity:** The candidate counselor will write a multi-cultural counseling paper on a cultural group different than the candidate is a member (APA). The paper will delve into the following: Present an overview of the cultural group; Describe the best overall counseling approaches and why to help the specific group; Discuss and describe five recommendations for effective counseling of the cultural group; verbal and nonverbal communication; issues of discrimination and stereotyping that impacts counseling of this group; (5) recommendations for adolescent counseling of this group; (4) five recommendations for work with group; (3) Best overall counseling approaches for work with group; (2) Answering to text questions on specific cultural group; (1) Presentation of a general overview of the cultural group different than the candidate is a member; (5) Discussion of discrimination and stereotyping that impacts group; (6) Review of different verbal and nonverbal communication styles; (7) Review of related issues (i.e., cultural heritage, family systems, religious and spiritual beliefs, music culture, world views, youth culture, etc.).

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<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1 Point</th>
<th>EMERGING 2 Points</th>
<th>BASIC 3 Points</th>
<th>PROFICIENT 4 Points</th>
<th>DISTINGUISHED 5 Points</th>
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<td><strong>1. Content</strong></td>
<td>The candidate did not satisfactorily answer or discuss any of the following questions: (1) Presentation of a general overview of the cultural group; (2) Answering to text questions on specific cultural group; (3) Best overall counseling approaches for work with group; (4) Five recommendations for adolescent counseling of this group; (5) Discussion of discrimination and stereotyping that impacts group; (6) Review of different verbal and nonverbal communication styles; (7) Review of related issues (i.e., cultural heritage, family systems, religious and spiritual beliefs, music culture, world views, youth culture, etc.).</td>
<td>The candidate marginally answered and discussed fewer than three of the following questions: (1) Presentation of a general overview of the cultural group; (2) Answering to text questions on specific cultural group; (3) Best overall counseling approaches for work with group; (4) Five recommendations for adolescent counseling of this group; (5) Discussion of discrimination and stereotyping that impacts group; (6) Review of different verbal and nonverbal communication styles; (7) Review of related issues (i.e., cultural heritage, family systems, religious and spiritual beliefs, music culture, world views, youth culture, etc.).</td>
<td>The candidate was able to satisfactorily answer and discuss three of the following questions: (1) Presentation of a general overview of the cultural group; (2) Answering to text questions on specific cultural group; (3) Best overall counseling approaches for work with group; (4) Five recommendations for adolescent counseling of this group; (5) Discussion of discrimination and stereotyping that impacts group; (6) Review of different verbal and nonverbal communication styles; (7) Review of related issues (i.e., cultural heritage, family systems, religious and spiritual beliefs, music culture, world views, youth culture, etc.).</td>
<td>The candidate was able to satisfactorily answer and discuss four of the following questions: (1) Presentation of a general overview of the cultural group; (2) Answering to text questions on specific cultural group; (3) Best overall counseling approaches for work with group; (4) Five recommendations for adolescent counseling of this group; (5) Discussion of discrimination and stereotyping that impacts group; (6) Review of different verbal and nonverbal communication styles; (7) Review of related issues (i.e., cultural heritage, family systems, religious and spiritual beliefs, music culture, world views, youth culture, etc.).</td>
<td>The candidate was able to comprehensively answer and discuss five of the following questions: (1) Presentation of a general overview of the cultural group; (2) Answering to text questions on specific cultural group; (3) Best overall counseling approaches for work with group; (4) Five recommendations for adolescent counseling of this group; (5) Discussion of discrimination and stereotyping that impacts group; (6) Review of different verbal and nonverbal communication styles; (7) Review of related issues (i.e., cultural heritage, family systems, religious and spiritual beliefs, music culture, world views, youth culture, etc.).</td>
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### 2. Organization

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<td>Unsatisfactory paper that contained fewer than three of the following elements: (1) Introduction, (2) Body, (3) Supporting details, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion.</td>
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<td>Satisfactory organized paper that contained five of the following elements: (1) Introduction, (2) Body, (3) Supporting details, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion.</td>
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<td>Exceptional well-organized paper that contained all six of the following elements: (1) Introduction, (2) Body, (3) Supporting details, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion.</td>
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### 3. Grammar/Punctuation

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<td>Unsatisfactory writing mechanics: four or more errors in the following: (1) Grammar, (2) Punctuation, (3) Spelling, (4) Word usage, (5) Clarity.</td>
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<td>Marginal application of APA format that contained four errors in the following: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings</td>
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<td>Exceptional application of APA format that contained the following elements with no errors: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings</td>
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### 4. APA Format

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<td>Unsatisfactory application of APA format that contained more than four errors in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings</td>
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<td>Satisfactory application of APA format that contained following elements with three errors: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings</td>
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<td>Good application of APA format that contained following elements with two errors: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings</td>
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Candidate Name: __________________________________________ Score of All Elements_______

Date: ___________