



WINEBRENNER
THEOLOGICAL SEMINARY

“Winebrenner equips leaders for service in God’s Kingdom.”

Term: Fall

Course: CC 5300; Multicultural Counseling

Instructor:

Phone:

Email:

Office/Contact Hours:

MACC Syllabus

COURSE DESCRIPTION

This course trains students to be culturally competent by discussing the impact of culture on the counseling process as well as understanding cultural differences (e.g. race, gender, sexual orientation, socio-economic status, religion). It prepares students to evaluate self-concept, forgiveness and suffering from a client’s perspective. (3 hours)

COURSE OUTCOMES

This course addresses the following 2024 CACREP Standards for Clinical Mental Health Counseling programs. At the conclusion of this course, the successful student will have met these standards:

1. theories and models of multicultural counseling, social justice, and advocacy **(3.B.1)**
 - Assessment occurs through immersion assignment, Personal cultural/identity paper, and group reflection and discussion based on experiential activities and readings.
2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals’ worldviews **(3.B.2)**
 - Assessment occurs through immersion assignment, Personal cultural/identity paper, and group reflection and discussion based on experiential activities and readings.

3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors **(3.B.3)**
 - Assessment occurs through immersion assignment, Personal cultural/identity paper, and group reflection and discussion based on experiential activities and readings.
4. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally **(3.B.4)**
 - Assessment occurs through immersion assignment, Personal cultural/identity paper, and group reflection and discussion based on experiential activities and readings.
5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients **(3.B.5)**
 - Assessment occurs through immersion assignment, Personal cultural/identity paper, and group reflection and discussion based on experiential activities and readings.
6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness **(3.B.6)**
 - Assessment occurs through immersion assignment, Personal cultural/identity paper, and group reflection and discussion based on experiential activities and readings.
7. disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities **(3.B.7)**
 - Assessment occurs through immersion assignment, Personal cultural/identity paper, and group reflection and discussion based on experiential activities and readings.
8. principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship **(3.B.8)**
 - Assessment occurs through immersion assignment, Personal cultural/identity paper, and group reflection and discussion based on experiential activities and readings.
9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination **(3.B.9)**
 - Assessment occurs through immersion assignment, Personal cultural/identity paper, and group reflection and discussion based on experiential activities and readings.
10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities **(3.B.10)**
 - Assessment occurs through immersion assignment, Personal cultural/identity paper, and group reflection and discussion based on experiential activities and readings.
11. the role of religion and spirituality in clients' and counselors' psychological functioning **(3.B.11)**
 - Assessment occurs through immersion assignment, Personal cultural/identity paper, and group reflection and discussion based on experiential activities and readings.

12. theories of cultural identity development **(3.C.2)**
 - Assessment occurs through immersion assignment, Personal cultural/identity paper, and group reflection and discussion based on experiential activities and readings.
13. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness **(3.C.11)**
 - Assessment occurs through immersion assignment, Personal cultural/identity paper, and group reflection and discussion based on experiential activities and readings.
14. theories and models of counseling, including relevance to clients from diverse cultural backgrounds **(3.E.1)**
 - Assessment occurs through immersion assignment, Personal cultural/identity paper, and group reflection and discussion based on experiential activities and readings.
15. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities **(3.E.7)**
 - Assessment occurs through immersion assignment, Personal cultural/identity paper, and group reflection and discussion based on experiential activities and readings.
16. strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences **(3.E.11)**
 - Assessment occurs through immersion assignment, Personal cultural/identity paper, and group reflection and discussion based on experiential activities and readings.
17. developmentally relevant and culturally sustaining counseling treatment or intervention plans **(3.E.13)**
 - Assessment occurs through immersion assignment, Personal cultural/identity paper, and group reflection and discussion based on experiential activities and readings.
18. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes **(3.G.7)**
 - Assessment occurs through immersion assignment, Personal cultural/identity paper, and group reflection and discussion based on experiential activities and readings.
19. culturally sustaining and developmentally relevant outcome measures for counseling services **(3.H.9)**
 - Assessment occurs through immersion assignment, Personal cultural/identity paper, and group reflection and discussion based on experiential activities and readings.

REQUIRED TEXTBOOKS

American Psychological Association. (2019). *Publication manual of the American Psychological Association*. (7th ed.). Author. ISBN 978-1433832161.

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2022). *Counseling the culturally diverse: Theory and practice*. (9th ed). John Wiley & Sons.

Sue, D. W., Gallardo, M. E., & Neville, H. A. (Eds.) (2014). *Case studies in multicultural counseling and therapy*. John Wiley & Sons.

Additional required reading available on Populi.

METHODOLOGY

Didactic and experiential learning activities, learning contracts, interaction with reading assignments, class handouts, in-class discussions, small group discussions, chats, pop quizzes, multimedia, guest speakers, field experiences, written assignments, in-class and out of class assignments, development of critical thinking skills, demonstration of desired skills, and purposeful experiences.

Class discussions are powered and enriched by everyone processing and sharing what has been discovered from assigned reading, from personal experiences, and from in-class interactions. Learning is synergistic; it deals with abstract or theoretical ideas that have not yet been fully understood or internalized, and constructing learning and mastering concepts requires the community of learners sharing together—verbally. It's not a repetition of facts; if that's all we were interested in we could just do a quiz on the reading and be done. It's not a debate or an argument or posturing. Our class sessions are where we all can ask questions, make assertions, share concerns or doubts, express opinions, navigate new ideas, and encounter new ways of thinking. Everyone's input is vital to the learning environment. Quiet observation may have its place for most of the class session, but failing to contribute meaningfully is virtually the same as being absent from class.

EVALUATION AND GRADE SCALE

Grade Scale

Letter Grade	Percentage
A+	99-100%
A	94-98%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-73%
F	Below 70%

A course grade of F will not meet the requirements for degree credit.

Pluses and minuses are regularly assigned. The student's GPA is determined by dividing the total points by the number of trimester hours completed.

Calculation of grade will be based on the following:

Participation	10pts
My Culture Project	15pts
Cultural Immersion Experience	25pts
Advocacy Project and Case Study Analysis	30pts
Final Exam	20pts
TOTAL	100 pts

COURSE REQUIREMENTS

Students must satisfactorily complete each of the course projects. Grades will be calculated on a total of 100 points for the course. Format for projects is double-spaced with appropriate documentation of sources, utilizing the *Publication manual of the American Psychological Association*, Seventh Edition.

- 1. Participation** – A portion of your grade will depend upon your level of participation during class each week. Students are expected to arrive to class on time, stay for the duration of class, and remain focused during the allotted class time. Students are also expected to be prepared for class by bringing textbooks, articles, and other course material to class each week. Additionally, reading required materials and viewing required videos prior to class time is essential as students cannot enter class discussions and activities with relevant questions and comments if they are not prepared. Class discussions are powered and enriched by everyone processing and sharing what has been discovered from assigned reading, from personal experiences, and from in-class interactions. Spontaneous assessments may be given to assess student preparedness. As we strive to provide a biblically-based approach to counseling, it is expected that you evaluate all readings and discussions from a Christian perspective and work to integrate biblical truth into your life, thought, and work.
- 2. “My Culture” Project** – Using the ADDRESSING Model and questions provided, prepare a PowerPoint or Prezi presentation depicting your personal values, cultural identity, family history and current lifestyle. Creativity is encouraged. You will have 10 to 15 minutes to present your project to the class. This assignment is worth 15 points.
- 3. Cultural Immersion Experience (KPI 3)** – This assignment consists of two papers, each one graded and worth 25 points total. See grading rubrics provided. *Before you begin writing*, you will reach out to another culture. You are challenged to connect with a diversity group about which you have the MOST preconceived ideas or are unfamiliar with. This can include cultural, religious, racial, sexual identity, economic, or ability diversity. You will attend at least 3 gatherings of people in this group (church, group, family, or some other meeting/setting), observing and interacting *as appropriate*. At one or more of these gatherings, interview someone about the group: why they gather, what it means to them. You will journal after each experience, outlining all of the following: 1) your reactions to the experience, 2) your thoughts and feelings about them, and 3) your thoughts and feelings about yourself in relation to them. NOTE: This journal will be submitted with the first paper, Part 1, outlined below.

- a. **Part 1:** Reflect on your journal and on your prior preconceived ideas. Remember to stay organized as you will need to turn in this portion of the assignment. Which of those preconceived ideas are now open to re-interpretation and why? What have you learned about yourself and about them, now that the immersion is over? (5 pts).
- b. **Part 2:** Now you will take what you have learned about this group and yourself and apply it in a counseling context. Assume you have a client from this group. (20 pts). Using your books and class material, and scholarly articles, discuss each of the following:
 - What are some likely issues you might expect and why?
 - What counseling approach will you use and why?
 - What are the systemic approaches you will use and why?
 - Outline an advocacy plan for this client using the Advocacy Competencies.
 - What are the ethical and legal issues inherent in this counseling work?
 - What do you need to do now to be ready to meet this future client?

4. Advocacy Project and Case Study Analysis

- a. Select a **culture you know little about and which you did not select for your immersion assignment**. Read the corresponding chapter in the textbook and find 5 other resources (academic journal articles) to supplement your knowledge.

Latina/o Americans	American Indians and Alaskan Natives
Women	Asian Americans
Individuals of Multiracial Descent	Jewish Americans
African Americans	Arab and Muslim Americans
LGBTQ	Persons with Disabilities
Poverty	

- b. Work in groups of 3 and collaborate to generate an educational project about a specific social justice CURRENT issue related to their chosen population. Students should aim for this project to be informative and showcase evidence of advocacy. Professional literature will inform the presentation. Students are expected to consider if they have a client who is faced with this issue and how they might use their role as a counselor to advocate for this client. Multicultural and social justice counseling competencies are encouraged to be considered for this project. Students will share their projects and what they learned with the class.
- c. Complete and present the relevant case study from the case study book and walk the class through how your group would work with that client using the information that you found.
- d. You will have 45 minutes to an hour to present all components of this assignment to the class.
- e. This assignment is worth 30 points.

- 5. Final Examination** – There will be one exam in this course. A final exam will be given to test student knowledge of multicultural counseling issues. The exam will be objective (multiple-choice) and comprehensive. This assignment is worth 20 points.

CLASS SCHEDULE *All class meetings will be offered online via Teams meetings.*

Week	Topic	Readings/Assignments CTCD-Counseling the clinically diverse book CS-Case Study book
1 9/3/2026	Course Overview and Introductions; Resistance to Multicultural Training; Multicultural Counseling and Training (MCT) Multicultural and Social Justice Cultural Competencies; ASERVIC Competencies; ACA Ethical Standards	CTCD Chapters 1 & 2 CS 7
2 9/10/2026	Cultural Perspectives and Barriers; Microaggressions Communication Styles Traditional Counseling - The Four Forces ADDRESSING Model Work on My Culture Project in class	CTCD Chapters 3, 4
3 9/17/2026	Power and Oppression; Racial, Ethnic, and Cultural Attitudes in MCT Work on My Culture Project in class Assign Advocacy Project and Case Study Analysis groups	CTCD Chapters 5, 6
4 9/24/2026 Asynchronous	White Racial Consciousness; Multicultural Counseling Competence and Cultural Humility Work on My Culture Project Work on Advocacy Project and Case Study Analysis	CTCD Chapters 7, 8
5 10/1/2026	Assessment, Diagnosis, and Treatment Issues in MCT; Counseling African Americans My Culture Presentations	CTCD Chapters 11 & 12 My Culture Presentations due before class to Populi
6 10/8/2026	Counseling Indigenous and Alaska Natives and Asian American and Pacific Islanders My Culture Presentations	CTCD Chapters 13&14 CS 3, 2
7 10/15/2026	Counseling Latinx and Multiracial Americans Work on Advocacy Project and Case Study Analysis in class	CTCD Chapter 15&16 CS 4, 6

8 10/22/2026 Asynchronous	Western and Non-Western Perspectives in MCT Strategies; Work on Advocacy Project and Case Study Analysis in class	CTCD Chapter 9 & 10
9 10/29/2026	Counseling Arab Americans Counseling Marginalized Religious Communities Advocacy Project and Case Study Analysis	CTCD Chapters 17 & 18 CS 8, 5
10 11/5/2026	Counseling Immigrants and Refugees Counseling LGBTQ Communities Advocacy Project and Case Study Analysis	CTCD Chapters 19 & 20 CS 13, 14
11 11/1/2026	Counseling Older Adults Counseling Women Advocacy Project and Case Study Analysis	CTCD Chapters 21 & 22 CS 11, 17
12 11/19/2026	Counseling Individuals Living in Poverty Counseling Individuals with Disability Advocacy Project and Case Study Analysis Immersion Experience Debrief	CTCD Chapters 23 & 24 CS 15, 16 Immersion Assignment (pts. 1 & 2) Due before class
11/20-11/22	Final Exam on Populi	

HELPFUL WEBSITES

American Counseling Association (ACA)

<http://www.counseling.org/>

Association for Multicultural Counseling & Development

<https://www.multiculturalcounselingdevelopment.org/>

Ohio Counseling Association (OCA)

<http://www.ohiocounseling.org/>

Purdue Owl APA Writing Assistance

<https://owl.english.purdue.edu>

PROFESSIONAL DISPOSITIONS

The Master of Arts in Clinical Counseling Program has adopted a set of dispositions to be demonstrated by all students. These dispositions include:

- **Commitment** – including counselor identity, investment, advocacy, collaboration, and interpersonal competence.
- **Openness to ideas** – including learning, identifying needed changes, giving and receiving feedback to and from others, and engaging in self-development.
- **Respect for self and others** – including honoring diversity, self-care, and wellness.
- **Integrity** – including personal responsibility, maturity, honesty, courage, and congruence.
- **Self-awareness** – including humility, self-reflection, and understanding of place in history.

These dispositions represent the values of the Department of Counselor Education at Winebrenner Theological Seminary. All students should embody these dispositions inside and outside the classroom to the greatest extent possible.

DIGITAL DELIVERY GUIDELINES

(Since this course is digitally delivered, the following guidelines will be followed.)

Teams Online Meeting Etiquette

Students attending class via Microsoft Teams should do so in a distraction free environment and a learning posture. Taking class while driving or engaged in other activities that requires direct attention should be avoided. **For class sessions** you will need your computer with camera and microphone and a stable Internet connection. Your instructor recommends using a desktop or laptop that is stationary to avoid making your classmates “seasick” with a moving image of you on the screen. **It is optimal that you can look straight into the camera rather than down or to the side to give everyone in the class session a sense that we are all “present” and looking at each other.** You can have the session on one side of your screen and take notes or view documents beside it in a split screen. It is not considered good online etiquette to have only the top of your head visible or your face hidden behind your name; try to have your face centered in the screen.

Except during breaks, all cameras should be turned on and you must be present; no blank screens or avatars during class session except for normal personal breaks. **Exercising, walking on a treadmill, driving your car, or rocking in a chair can also disrupt the classroom environment; please refrain from engaging in distracting activities during class sessions.** Students may eat when necessary, as long as your mic is muted and you are not causing a disruption. Unless otherwise specified by the instructor, please mute yourself until ready to speak to avoid having the class disrupted by background noise.

You may use headphones if background noise is present or if your microphone causes feedback. Chats should be kept to a minimum and will become part of the historical record of the class session. **Participation grades do include students' attentiveness and active conversational interaction.**

Secure Environment

An adequate and appropriate learning environment is necessary when working within digital delivery systems. Students must adhere to the following secure environment guidelines:

- Students should attend class meetings in a distraction-free environment that is secure from inadvertent breaches of privacy and confidentiality.
- Students should attend class from a webcam equipped computer and not from a cell phone.
- Students will be sent a Teams link and should log in early and through UFnet to guarantee glitch-free access.

Video Submissions

For class assignments requiring submission of a video displaying your skills in working with another individual, guidelines have been created to uphold privacy. Creating secure videos and submitting them for grading involves several key steps to ensure both the integrity of the content and the privacy of the individuals involved. To create secure videos for grading, **follow these guidelines:**

- *Use Secure Recording Tools:* Utilize software that offers encryption to protect your video files from unauthorized access.
- *Ensure Privacy:* Make sure to record in a private, quiet environment to avoid capturing sensitive information or background noise.
- *File Protection:* Save your videos in a secure format and use strong passwords for any file-sharing services.
- *Submission Protocols:* Videos will be submitted through Populi (Winebrenner's Learning Management System). Due to size limitations, links may be submitted. Again, ensure that links are secured with access limited to only the course instructor.
- *Data Backup & Deletion:* Keep a backup of your videos in a secure location to prevent data loss. Upon completion of the assignment and instructor grading, all data should be permanently deleted.

By adhering to these practices, you can ensure that your videos are both secure and ready for grading while protecting the privacy of individuals and confidentiality of the content.

THE SEMINARY POLICIES FOR PAPERS AND LATE WORK

All work is due to the instructor on or before the final day of class, according to the syllabus schedule.

Late Work During the Term

A student who submits assigned written work late during the trimester, when the lateness is not due to a serious illness or death of a family member or extreme life/ministry situations outside his/her control, and reported to the instructor at the time of the late submission, will have his or her grade on such late work reduced a total of 10% for the first week's lateness (from one to seven days). The reduction will be an additional 10% for the second week's lateness (from eight to fourteen days, for a cumulative total of 20% penalty); and another 10% for the third week's lateness, after which the grade on the late work becomes an F. This same policy will also apply to scheduled examinations or tests. Students may petition the instructor in writing for an exception to this policy. When such exceptions last longer than the initial one week, the Chief Academic Officer (CAO) shall be notified by the instructor.

The instructor may have a stricter policy provided they consult with the CAO to make a final determination. It must be clearly stated in the syllabus with corresponding reasons for the exception such as multiple assignments building on each other.

Coursework extensions are negotiated with the course instructor during the term. Late work may not be submitted after the end of a term without filing a request for a course extension through the CAO no later than one week prior to the end of the term.

DISABILITY INFORMATION

If you are a student with a diagnosed disability, it is your responsibility to notify your instructor and the CAO at least one week prior to the beginning of each trimester so that reasonable accommodation can be made. Students with approved ISAPs are responsible for providing each of their instructors with a copy of their ISAP and having a careful conversation with each instructor regarding how the ISAP can best be followed within the specific parameters of the course. (See the [Graduate Catalog](#) for the full policy.)

ACADEMIC INTEGRITY

Academic integrity is the personal responsibility of students to represent as their own work in reports, papers, or examinations only what they are entitled to honestly present. Violations of academic integrity include dishonesty and plagiarism. If a student violates the standard on academic integrity, he or she will be subject to disciplinary action determined by the instructor and CAO.

A growing concern in graduate work is the use of artificial intelligence (AI) to compose or contribute to some or all written work. Please be aware that this is considered plagiarism. Doing respected, scholarly work requires that the work submitted is the learner's own,

original work. Something written by AI is not considered the original work of the learner, but the work of the AI. Academic integrity at Winebrenner requires that all learners submit work that is their own.

There are some educational benefits of using AI, so Winebrenner does not unilaterally prohibit all use of AI. There are helpful, rule-based, non-generative AI programs that can help with research, spelling, grammar, and translations that are very different from generative AI that composes writing from a few suggestions.

Using helpful tools or apps to **check** spelling and grammar are permissible. For example, tools like MS Word autocorrect, spell-check, and grammar-check features, or the Grammarly app can scan for errors and may make suggestions for edits. The point at which the use becomes a concern is when we accept and allow Grammarly (or a similar tool) to suggest the best word or word flow in a sentence or make the change(s) for you (whether automatically or by our choice). When we accept an entire re-written sentence, paragraph, or section of our text, the inserted text is generated by AI and will appear on a plagiarism/AI check as text generated by AI. It will not pass the AI/plagiarism check and will flag the text as suspicious. When AI smooths out or refines your writing, the use has moved beyond checking your text to generating your text.

Likewise, a translation app may help improve the readability of a paper for those whose first language is not English. It is important to note, however, that using a translation app to improve another translation app, or using an app like Grammarly to smooth out or refine the translation moves beyond translation into a generative use of AI and will appear to be plagiarism or use of AI. When using a translation app, the learner should provide the instructor with the completed assignment in the original language of the learner and attach the simple, first-generation translation from the translation app without the use of any other translation app or a refinement app such as Grammarly.

It is possible that there may be some educational benefits for using generative AI. Generative AI may only be used in very specific courses and assignments with the express, written permission of the instructor or written instructions from the instructor found in the syllabus and reiterated in the Populi course information.

GRADE DISPUTE

When a student wishes to dispute a grade assigned in a course, the student should contact the Chief Academic Officer. This appeal process must be started within three weeks of the grade in dispute being posted. A Committee of Arbitration will be convened, whose decision shall be final. (See the [Graduate Catalog](#) for full details.)

INFORMED CONSENT

The MACC faculty members are dedicated to the educational, personal, spiritual, and professional growth and development of Winebrenner students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. All students are cautioned that the MACC courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor knowledge and skills. Should a student disclose information indicating impairment or the potential for harm to themselves, future clients, and/or others (including animals), the faculty member may take appropriate action in accordance with the state laws and the ACA Code of Ethics (2014). It is each student's responsibility to determine *an appropriate level of self-disclosure balanced with reactions* in experiential learning activities. Please contact Dr. Iiames if you have any questions or concerns about the Informed Consent Statement.

All graduate students are subject to policies outlined in the Winebrenner [Graduate Catalog](#).

Syllabus revised: 08/17/2026