



## **Culturally Sustaining School Counseling Specialist Training**

**LOCATION:** Online, Self-paced

**LINDENWOOD UNIVERSITY:**

EW 52001 Culturally Sustaining School Counseling Specialist Training

**COURSE DESCRIPTION:**

The United States is racially, ethnically and socioeconomically diverse, which means its schools are as well. Furthermore, culture is a powerful and pervasive influence on students', stakeholders' and school counselors' attitudes and behaviors. For that reason, there is a critical need for multicultural education in all K-12 schools, no matter the demographic.

School counselors are ethically obligated to maintain the highest respect for student diversity, respecting students' and families' values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity. As leaders, advocates and systemic change agents, school counselors are in a position to collaborate with stakeholders to create a school and community climate that embraces cultural diversity and helps promote students' academic, career and social/emotional success. Learn how you can foster increased awareness, understanding and appreciation of cultural diversity in the school community through culturally sustaining school counseling.

**LEARNING OBJECTIVES:**

After completing this course, you should be able to:

- **MODULE 1: Self-reflection and Personal Bias**
  - Identify and acknowledge personal limitations and biases and articulate how they may affect your work as a school counselor
  - Monitor and expand personal multicultural and social justice advocacy awareness, knowledge and skills
  - Identify those around you who have an impact on your personal bias

- Complete a self-reflection and personal bias assessment
- Define cultural sensitivity
  
- **MODULE 2: The Role of the School Counselor**
  - Discuss the school counselor’s role in leading multicultural education efforts
  - Explain how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, culture, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations affect students’ achievement, behavior, relationships and overall performance in school, as well as the perception of other stakeholders
  - Maintain and communicate high expectations for every student, regardless of cultural, social or economic background
  - Collaborate with administrators, teachers and other staff in the school and district to ensure culturally sustaining curricula and student-centered instruction
  - Critically reflect on your own school counseling experiences and practices involving race and equity, including identifying your own bias thinking
  - Explain the need and value for multicultural education in K–12 schools
  - Use culturally inclusive language in all forms of communication
  
- **MODULE 3: Culturally Sustainable Work with Students and Families**
  - Talk to students about race issues and anti-racism
  - Demonstrate basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors
  - Discuss how all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children’s welfare by virtue of their role and according to law
  - Explain the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively
  - Design and implement multicultural education interventions in your school counseling instruction, group counseling and schoolwide activities
  - Describe how to deliver culturally sustaining school counseling through the framework of the ASCA National Model

<b>REQUIRED COURSE ASSIGNMENTS</b>	<b>Hours:</b>
<b>MODULE 1</b>	
ASCA Video: Cross-cultural Counseling: Understand Bias and Practice Humility	1.25
Facing History and Ourselves: Upstander	0.25
<i>ASCA School Counselor Magazine: A Lifelong Process</i>	0.25
<i>ASCA School Counselor Magazine: A Journey to Cultural Proficiency</i>	0.5

ASCA <i>School Counselor Magazine</i> : Close but Far	0.5
Citizenship and Social Justice: 11-Step Guide to Understanding Race, Racism, and White Privilege	2
Harvard’s Project Implicit Association Test—Select the Race Option	0.5
National Network of State Teachers of the Year- Discussion Guide: Courageous Conversations About Race in the Classroom	1
National Association of School Psychologists: Understanding Race and Privilege	0.5
National Education Association: Racial Justice in Education	1
Podcast: TEDTalk: What does my headscarf mean to you? (Yassmin Abdel-Magied)	0.25
Podcast: TEDTalk: What do you think when you look at me? (Dalia Mogahed)	0.25
Podcast: TEDxTalk: Understanding my Privilege (Sue Borrego)	0.25
<b>MODULE 2</b>	
<b>MODULE 2, Part 1</b>	
ASCA Publication: “Culturally Sustaining School Counseling: Implementing Diverse, Equitable, Inclusive Programs,” by Tim Grothaus, Ph.D.; Kaprea F. Johnson, Ph.D.; and Natalie Edirmanasinghe, Ph.D.	8
<b>MODULE 2, Part 2</b>	
ASCA Ethical Standards for School Counselors	0.75
ASCA School Counselor Professional Standards & Competencies	0.5
ASCA Statement: ASCA Condemns Violence and Institutional Racism	0.25
ASCA Publication: School Counseling Standards in Practice: Eliminating Racism and Bias in Schools: The School Counselor’s Role	0.25
ASCA Position Statement: The School Counselor and Transgender/Gender-Nonconforming Youth	0.25
ASCA Position Statement: The School Counselor and LGBTQ Youth	0.25
ASCA Position Statement: The School Counselor and Gender Equity	0.25
ASCA Position Statement: The School Counselor and Students with Disabilities	0.25
ASCA Position Statement: The School Counselor and Cultural Diversity	0.25
ASCA Position Statement: The School Counselor and Equity for All Students	0.25
<b>MODULE 2, Part 3</b>	
<i>Professional School Counseling</i> Journal article: The Multicultural School Counseling Behavior Scale: Development, Psychometrics and Use	1.25
<i>Professional School Counseling</i> Journal article: Forecasting an Inclusive Future: School Counseling Strategies to Deconstruct Educational Heteronormativity	1.25
ASCA <i>School Counselor Magazine</i> article: Myth Busters	0.5
ASCA <i>School Counselor Magazine</i> article: Cultural Competence and Ethical Action: Can’t have one Without the Other	0.5
ASCA Town Hall: Racism in Schools	1.75
ASCA Webinar: Social Justice and School Counseling	1.25
ASCA@Home Session: Culturally Responsive MTSS and School Counseling	0.75
ASCD: Why We Can’t Afford Whitewashed Social-Emotional Learning	0.25
Medium: When SEL is Used as Another Form of Policing	0.5
Learning for Justice: Social Justice Standards	0.5

Learning for Justice: School Climate Questionnaire and Map It Out	0.5
<b>MODULE 3</b>	
<b>MODULE 3, Part 1</b>	
<i>Professional School Counseling</i> Journal article: Supporting Interethnic and Interracial Friendships among Youth to Reduce Prejudice and Racism in Schools: The Role of the School Counselor	1.25
<i>Professional School Counseling</i> Journal article: Race, Gender, Class and Achievement: A Culturally Responsive Approach to Urban School Counseling	1.25
<i>Professional School Counseling</i> Journal article: Empowering Chicana/o and Latina/o High School Students: A Guide for School Counselors	1.25
<i>Professional School Counseling</i> Journal article: Gender and Ethnic Bias in Letters of Recommendation: Considerations for School Counselors	1.25
<i>ASCA School Counselor Magazine</i> : Cultural Competency in Postsecondary Planning	0.25
<i>ASCA School Counselor Magazine</i> : Creating a Space for All	0.5
<i>ASCA School Counselor Magazine</i> : Facilitate Critical Conversations	0.5
<i>ASCA School Counselor Magazine</i> : Teach the Children Well	0.5
<i>ASCA School Counselor Magazine</i> : Serve All	0.5
<i>ASCA School Counselor Magazine</i> : Generational Diversity: From Millennials to Baby Boomers	0.5
ASCA Webinar: Culturally Responsive Pedagogy	1.25
ASCA Webinar: Address Students' Race-Based Stress and Trauma	1.25
ASCA Webinar: Build Multiculturally Aware Students	1.25
ASCA Webinar: Culturally Competent School Counseling	1.25
<b>MODULE 3, Part 2</b>	
ASCA@Home Session: Anger and Aggression Through a Cultural Multidimensional Lens	0.75
ASCA@Home Session: Blackout: The Miseducation of Black Girls	0.75
ASCA@Home Session: Broach Inclusive Talks	0.75
ASCA@Home Session: No Place for Hate Diversity & Kindness Club	0.75
Parents.com Resource: Your Age-by-Age Guide to Talking About Race	0.25
Medium Resource: Lion's Story: Talking to Children After Racial Incidents	0.25
NAEYC Resource: Becoming Upended: Teaching and Learning about Race and Racism with Young Children and Their Families	0.25
Learning for Justice: Let's Talk- Discussing Race, Racism and Other Difficult Topics with Students	0.5
The Education Trust: Social, Emotional, and Academic Development Through an Equity Lens	2
Future of Learning: Race Conversations in the Classroom	0.25
Learning for Justice: Mix it up at lunch day	0.5
Family outreach: Strategies for Having Conversations with Kids about Race	1
ADL: Race Talk: Engaging Young People in Conversations About Race and Racism	0.25
CNN: How to Talk to Your Children about Protests and Racism	0.25
<b>Total Hours</b>	<b>50</b>

**ASCA SCHOOL COUNSELOR PROFESSIONAL STANDARDS & COMPETENCIES**

M2; M5; B-PF 2(a); B-PF 6; B-PF 2(a); B-PF 6(a); B-PF 6(c); B-PF 6(d); B-PF 6(e); B-PF 6(f); B-SS 1(d)

**ASCA STANDARDS FOR SCHOOL COUNSELOR PREPARATION PROGRAMS (ASCA CAEP SPA)**

1.2; 1.3; 2.1; 4.4; 6.2; 7.1; 7.3

**CACREP STANDARDS**

G1b; G2a; G2b; G2d; G2f; G3a; G3b; G3c; G3k; G3l