CPSE 751: Counseling Multicultural and Diverse Populations
Brigham Young University
Department of Counseling Psychology and Special Education
Winter Semester, 2010

Location and Time: 343 MCKB, Wednesday 2:30 – 5:00 PM
Instructor: Timothy B. Smith, Ph.D.
Office Hours: Monday 12-2 and Wednesday 12-2 and by appointment
Contact Information: Office phone: 422-1311; Office: 340-N MCKB; TBS@byu.edu

Required Texts:
2) Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients (APA)
3) Guidelines on Multicultural Education, Training, Research, Practice, & Organizational Change for Psychologists (APA)
4) Guidelines for Psychological Practice with Older Adults (APA)
5) Guidelines for Psychological Practice with Girls and Women (APA)
6) NASP http://www.nasponline.org/resources/culturalcompetence/index.aspx

Course Content: This course is designed to increase multicultural knowledge, skills, and awareness based on published multicultural competencies.

Methodologies/Teaching Strategies: Classes will include group discussion, small group work, service learning, and experiential learning.

Course Objectives:
Students will increase in multicultural competence (see published guidelines) and will specifically:
1. Demonstrate knowledge of variations in beliefs, traditions, and values across groups that differ by gender, race, socioeconomic status, ethnicity, sexual orientation, abilities, and age.
2. Demonstrate knowledge of treatment issues with individuals from diverse backgrounds and demonstrate relevant skills through role-play.
3. Demonstrate knowledge of rights and responsibilities of clients, their families, and other professionals, as they relate to issues of diversity.
4. Demonstrate knowledge of the characteristics and effects of the environmental milieu of the client and the family including cultural and linguistic diversity and socioeconomic background.
5. Demonstrate knowledge of ethical concerns related to assessment of and interventions with diverse populations.
6. Exhibit awareness of their own cultural values, privileges, and biases and how these impact their professional responsibilities.
7. Demonstrate effective multicultural communication skills.
Expectations:
1. Students will adhere to the BYU Honor Code.
2. Students will attend every class and actively participate in discussions, activities, group work, and service/experiential learning. Late arrivals or early departures are inappropriate.
3. Students will demonstrate respect for all class members and guest presenters.
4. Students will complete all assignments on time. Written reports are expected to be typed, edited, spell-checked and written in APA style.

Evaluation:
A  94-100%  A-  90-93%  B-  80-82%  Grades below 72%  B+  87-89%  B  83-86%  C  73-79%  are considered failing

Assignments:
Completing Reading Assignments and Reaction Papers – 15%
I expect you to complete all of the assigned readings in the textbooks as well as any supplemental readings by the due date assigned so that you will be fully prepared to consult with me and your classmates about the most challenging issues during our class time. You are also required to complete a brief reaction paper (1-2 pages) each week. The reaction paper is meant to facilitate your learning, by addressing: (1) What ideas, concepts, or methods did you disagree with or question – and what does your reaction teach you about yourself?, (2) How can you apply the ideas, concepts, or methods of the chapter in practice?, (3) What ideas, concepts, or methods would you like to discuss further or consult about in class? One purpose of the reaction papers is to help you remember some of the highlights and questions from the readings so that you will share at least one application and ask one question during class discussions. Therefore, LATE PAPERS WILL NOT RECEIVE CREDIT TOWARD THE GRADE. (Please do not ask for exceptions). Another purpose of the reaction papers is to help you effectively process the readings at an emotional level. Monitor your emotional reactions and learn from them.

Class Discussion on an In-depth Topic – 10%
You will prepare detailed questions and answers/information for a class discussion. Previous classes have found it beneficial to invite a guest presenter for this discussion. Discussions should focus on applications of principles from the text, with a list of example topics being distributed in class.

Participation in Campus Activities/Clubs – 5%
During Winter semester, BYU sponsors several events/lectures relative to the content of this class, including: Martin Luther King, Jr. Day candlelight vigil and march, Black History Month lectures and programs, Asian Fest (BYUSA), Fiesta, Lu’au, and PowWow. You will assist with one of these events (//multicultural.byu.edu/volunteer) and attend at least two others. For information on BYU cultural and service clubs, see http://clubs.byu.edu (sign on) or http://byusa.byu.edu/ Document participation as part of your portfolio (see below).

Class Participation – 10%
Class participation consists of attendance and active participation in class discussions/exercises. Increasing multicultural awareness, a goal for this course, requires that you take risks. True learning demands that we be open and honest with ourselves and others (non-defensive). I will try to provide a safe environment in which all students understand that whatever is spoken is respected and kept confidential; however, if you feel unsafe please say so in class or in private. If you do not actively participate, I can only assume that you did not come prepared for class. Citizenship includes professionalism, demonstration of respect and responsibility, etc. Because we are a small group, attendance is essential. Persons missing more than two classes will lose 5% of their grade for every class missed (documented medical conditions are exempt).
External/Experiential Activities and Documentation of Multicultural Competence (Portfolio) – 60%

The field has endorsed published Multicultural Competencies (MCC), which are the foundation for learning in this course. You are required to (1) evaluate yourself with respect to the MCC at the beginning and end of the class (see Chpt 1 of the text), (2) increase your MCC through activities you implement over the course of the class, and (3) demonstrate your proficiency relative to each of the competencies in a final portfolio. Because applied experience is the best form of learning, you are required to complete 3-5 experiential activities that you design to meet your current weaknesses in the MCC. Activities will be worth 1-3 points, based on the amount of effort/time required to complete each one (approximately 6 hours of work = 1 point). A total of 6 points are required. Suggested activities are listed below. You must complete a service learning activity (listed first) and then 2-4 different activities toward the completion of the 6 required points. You should design your own activities based on your MCC self-assessment and then seek instructor approval/feedback. To receive credit for completing an activity, provide a brief oral summary of the activity in class (what you learned from doing it) and a brief written summary (1 page) in your portfolio that includes contact information (phone or email) for those individuals who observed your activity. The final portfolio should contain descriptions of your work regarding each of the Multicultural Competencies (MCC). Students are responsible for demonstrating competence in each of the MCC through documented activities. Example portfolio outlines will be provided, but students may generate their own format based on existing MCC.

Service Learning Activity (required, 2–4 points)
Locate an organization or group of people in the community who represent some aspect of diversity and who has a need for service that you can fill. (For ideas, see http://centerforservice.byu.edu/ then click on community service or see lists at http://www.unitedwayuc.org/volunteer/vol_opps_lists.htm). Provide 12 to 24 hours (2-4 points) of face-to-face time with that group in meaningful service (to prevent superficial “drive-by serving” and maximize depth/meaningfulness, all hours must be spent with the same group/person). Write up the ways in which the experience increased your multicultural competence and briefly share your experiences/learning in class.

Examples of Service Learning Activities
• Volunteer worker in a homeless shelter (West Jordan or Salt Lake City) or at the Utah AIDS Foundation
• Aquatics with children with disabilities or social event coordination at an assisted living home for elderly
• Organizing a fund drive to help a charity organization (such as zambisscholarshipfund.org)

Example Activities to Enhance Multicultural Self-Awareness (1 point required, 2 points optional)
• Conduct a systematic analysis of how your own beliefs and behaviors are influenced by your cultural heritage. Attend to education/psychology values (wellbeing, helping others, etc.). Write a report with examples.
• Develop a list of your unearned privileges. With that list, evaluate how those privileges influence your own actions/statements or engage in extended dialogue with others who do not share those same privileges.
• Interview family members regarding their cultural values and heritage. Compare findings with class material (e.g., racial identity models) and with your own worldviews/experiences. Write a report with insights.
• Seek out principles of multiculturalism based on the teachings of Jesus Christ and evaluate yourself weekly with respect to those principles. Seek assistance and document improvement in areas needed.

Example Activities to Enhance Multicultural Knowledge (optional 1-2 points)
• Watch documentaries, such as the PBS series “Eyes on the Prize” on the struggle for Civil Rights in the USA. Write a thoughtful brief report synthesizing class content and your personal reactions to demonstrating learning.
• Conduct interviews with renowned scholars in the field OR individuals who have been oppressed.
• Read a book detailing the experiences of someone who endured hardship due to discrimination or poverty. Write a thoughtful report synthesizing class content and your personal reactions. (Possible books are listed below, but you may find your own, pending instructor approval).

Example Activities to Enhance Multicultural Skills (1 point required, 2 points optional)
• Request experiences at your practicum site with specific populations or programs; implement the feedback.
• Engage in extensive collaboration with caregivers of children, including home visits and ongoing follow-up.
• Organize a school/community event promoting cultural understanding/anti-racism.
• Become proficient in culturally appropriate assessment methods and in the use of a translator.
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Examples of Relevant Books on Multicultural Topics (not endorsed)

**Academic/Practice Oriented**


**Race Issues**

- *Blood done sign my name:* A true story by Timothy B. Tyson
- *Race Matters* by Cornell West
- Any book written by W. E. B. DuBois
- *Black like me* by John Howard Griffin
- *Black Lies, White Lies: The Truth According to Tony Brown*
- *One more river to cross* by Keith Boykin
- *Words from an Unchained Mind* by Steven Whitehurst
- *Dreaming in Color: Living in Black and White* by Laurel Holliday
- *Long Way to Go: Black and White in America* by Jonathan Coleman

**African and African American perspectives**

- *From brotherhood to manhood* by Anderson J. Franklin
- *Shifting: The Double Lives of Black Women in America* by the African American Women’s Voices Project
- *Makes Me Wanna Holler* by Nathan McCall (understanding the life of African American males.)
- *My first White Friend* by Patricia Raybon
- *I May Not Get There With You: The True Martin Luther King, Jr.* by Michael Dyson
- *Masters of the Dream: The Strength and Betrayal of Black America* by Alan L. Keyes
- *Narrative of the Life of Frederick Douglas, an American Slave, Written by Himself*
- *Native Son* by Richard Wright
- *Go tell it on the Mountain* by James Baldwin
- *Nappily ever after* by Trish A. Thomas
- *White Is a State of Mind: A Memoir* by Melba Pattillo Beals

**Asian perspectives**

- The Spirit Catches You and You Fall Down by Anne Fadiman – (Hmong child with epilepsy vs. western medicine)
- *The Accidental Asian* by Eric Liu
- *Bonesetters Daughter* by Amy Tan

**Bi-racial perspectives**

- Dreams from my father: A story of race and inheritance by Barak Obama
- *Yellow raft in blue water* by Michael Dorris (African American and Native American adolescent girl)

**Gay, Lesbian perspectives**

- In Quite Desperation by Fred & Marilyn Matis and Ty Mansfield (same gender attraction among LDS men)
Immigrant Families, Novels and Memoirs
Anzaldúa, G., & Keating, A. (2002). This bridge we call home: Radical visions for transformation. New York
Otsuko, J. (2002). When the emperor was divine. New York: Knopf.

Latino/a perspectives
Growing up Chicano/a: An anthology by Tiffany Ana Lopez
Living in Spanglish by Ed Morales
Stories from El Barrio by Piri Thomas
Caramelo by Sandra Cisneros
Hunger of Memory: The Education of Richard Rodriguez by Richard Rodriguez
When I was Puerto Rican by Esmeralda Santiago (about the migration process)
¡Yo! by Julia Alvarez (Latina)

Middle-Eastern perspectives
Living Islam Out Loud: American Muslim Women speak---Saleemah Abdul Ghafur (Ed.)
The kite runner by Khaled Hosseini (Afghanistan immigrant man)
West of the Jordan: A novel by Laila Halaby (Jordanian woman)
Shattering the Stereotypes: Muslim Women Speak Out-- Fawzia Afzal-Khan (Editor)

Native American perspectives
The Native American Mind in A Linear World- Donald L. Fixico
Genocide of the Mind: New Native American Writing- Marijo Moore, ed.
The World We Used to Live In- Vine Deloria Jr.
Everyday Is A Good Day: Reflections by Contemporary Indigenous Women- Wilma Mankiller
Lakota Woman by Dog Mary Crow
Earth Song, Sky Spirit: Short stories of contemporary Native American Experience by Clifford Trafzer

South Asian perspectives
Serving up crazy with curry by Amulya Malladi
Namesake: A novel by Jhumpa Lahiri
Born Confused By Tanuja Desai Hidier's - “A South Asian American coming of age story”.
Dying in a Strange Country and Attar of Roses By Tahira Naqvi a Pakistani-American writer.

Specific to Children and Adolescents
White Teachers / Diverse Classrooms by Julie Landsman and Chance Lewis
There are no children here by Alex Kotlowitz
Savage inequalities: Children's America's Schools by Jonathon Kozol
Nobody Don't Love Nobody: Lessons on Love from the School With No Name by Stacey Bess
The First R: How Children Learn Race and Racism by Debra Van Ausdale, Joe R. Feagin
Hunger of Memory: The Education of Richard Rodriguez by Richard Rodriguez
This story of four sisters who must adjust to life in America after having to flee from the Dominican Republic is told through a series of episodes beginning in adulthood, when their lives have been shaped by U. S. mores, and moving backwards to their childhood on the island.

A classic from the moment it first appeared in 1952, Invisible Man chronicles the travels of its narrator, a young, nameless black man, as he moves through American cultural blindness. Searching for a context in which to know himself, he exists in a very peculiar state. "I am an invisible man," he says in his prologue. "When they approach me they see only my surroundings, themselves, or figments of their imagination--indeed, everything and anything except me."

Erdrich's novel finds its roots in the 1911 slaughter of a farming family near Pluto, North Dakota, but the family's infant daughter is spared. A posse forms and incorrectly blames three Indians and lynches them. One, Mooshum Milk, miraculously survives. Over the next century, descendants of both the hanged men and the lynch mob develop relationships that become deeply entangled, and their disparate stories are held together via principal narrator.

Sara S. Mitter is an American woman based in Paris. Married to an Indian physicist, she has made many visits to India. Mitter sees the strength and spirit of Indian women. She portrays the complex life of Indian women who are circumscribed by a sense of duty and self-sacrifice.

When Liyana's doctor father, a native Palestinian, decides to move his contemporary Arab-American family back to Jerusalem from St. Louis, 14-year-old Liyana is unenthusiastic. Arriving in Jerusalem, the girl and her family are gathered in by their warmhearted Palestinian relatives and immersed in a culture where there is a prohibition against boy/girl relationships.

**PREVENTING SEXUAL HARASSMENT**
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or http://www.ethicspoint.com; or contact the Honor Code Office at 801-422-2847.

**Students With Disabilities:**
Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.