**CPSE 751: Counseling Multicultural and Diverse Populations**

Brigham Young University, Dept. of Counseling Psychology and Special Education

Winter Semester, 2014

**Location and Time:** 280 MCKB,Wednesday 2:30PM – 5:00PM

**Instructors:** Timothy B. Smith, Ph.D. and G. E. Kawika Allen, Ph.D.

**Office Hours:** Monday 12-2 and Tuesday 4-5 and by appointment

**Contact Information:** Office phone: 422-1311; Office: 340-N MCKB; TBS@byu.edu

**Required Texts: 1)** Smith, T. B. (2004). *Practicing multiculturalism: Affirming diversity in counseling and psychology.* Boston: Allyn & Bacon.

**2)** Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients (APA)

 www.apa.org/pi/lgbt/resources/guidelines.aspx

**3)** Guidelines on Multicultural Education, Training, Research, Practice, & Organizational

 Change for Psychologists (APA)

 www.apa.org/pi/oema/resources/policy/multicultural-guideline.pdf

**4)** Guidelines for Psychological Practice with Older Adults (APA)

 www.apa.org/practice/guidelines/older-adults.pdf

**5)** Guidelines for Psychological Practice with Girls and Women (APA)

[www.apa.org/practice/guidelines/girls-and-women.pdf](http://www.apa.org/practice/guidelines/girls-and-women.pdf)

**6)** Guidelines for Assessment of and Intervention with Persons with Disabilities

<http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx>

**7)** NASP http://www.nasponline.org/resources/culturalcompetence/index.aspx

**8)** Smith, T.B. & Trimble, J.E. (in press). *Multicultural psychology foundations.* APA.

**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 experiences, beliefs, traditions, and values across groups that differ by gender, race, socioeconomic status, ethnicity, sexual orientation, age, religion, and physical, perceptual, and cognitive abilities.
2. Demonstrate knowledge of treatment issues with individuals from diverse backgrounds and demonstrate relevant skills through role-play and work reports.
3. Demonstrate knowledge of the rights of clients and their family as they relate to issues of diversity.
4. Demonstrate knowledge of the influence of the environmental milieu on clients and their 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 personal cultural values, privileges, and biases and how these impact professional practices.
7. Demonstrate multicultural counseling skills (e.g., cross-cultural communication).

**Expectations:**

1. Students will adhere to the BYU Honor Code.

1. Students will attend every class and actively participate in discussions, activities, and service/experiential learning. Late arrivals or early departures are inappropriate.
2. Students will demonstrate respect for all class members and guest presenters.
3. 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 the day before class so that you will be fully prepared to consult with me and with classmates about the most challenging issues. You are required to turn in (email/post) a brief reaction paper (1-2 pages) by Tuesday at 10AM 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 will you apply the concepts /methods of the chapter in your work?; (3) What concepts/methods will you teach and discuss during class? LATE REACTION PAPERS WILL NOT RECEIVE CREDIT TOWARD THE GRADE (please do not ask for exceptions). An explicit 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. During class, at least one randomly selected student will report to the class for 5 minutes about at least one “application” (how to use the concepts in the readings), but each week all students will informally share “applications” based on readings and ask at least one question in small groups.

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 – 3%

During Winter semester, BYU sponsors several multicultural/international events relative to the content of this class. Students will participate in at least three of these events. For information on BYU cultural and service clubs, see http://clubs.byu.edu or http://byusa.byu.edu/ Document participation as part of your portfolio (see below). And see the Kennedy Center events (kennedy.byu.edu) and multicultural student services events (multicultural.byu.edu).

Class Participation – 10%

Class participation consists of attendance and *active* participation in class discussions/exercises. Increasing multicultural awareness and skills, goals of this course, require 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 in class, I can only assume that you did not come prepared for class. Class citizenship includes professionalism, demonstration of respect and responsibility, etc. Because we practice skills in class, attendance is essential. Persons missing more than two classes will lose 5% of their grade for every class missed (documented medical conditions exempt).

Final Examination – 8%

Students will respond to open-ended questions and case scenarios to demonstrate retention of learning across the semester. One case scenario will involve a role play with the instructor acting as a person in need of consultation on a dilemma involving a diverse client.

External/Experiential Activities and Documentation of Multicultural Competence **(Portfolio)** – 54%

The field has endorsed published Multicultural Competencies (MCC), which are the learning objectives of 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 MCCs. Students’ are responsible for demonstrating competence in each of the MCCs through documented activities.* Example portfolio outlines will be provided, but students may generate their own format based on existing MCC.

**Service Learning Activity** (required, 2–3 points)

Locate an organization or group of people in the community who represent some aspect of diversity and who is need of a service that you can provide. (For ideas, see <http://yserve.byu.edu/> then click on community service or see lists at http://www.unitedwayuc.org). Provide 12 to 18 hours (2-3 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 a description of the ways in which the experience increased your multicultural competence and briefly share your experiences/learning in class.

*Examples of Service Learning Activities*

* Working in a homeless shelter (Provo, West Jordan, Midvale, Salt Lake City) or at the Utah AIDS Foundation
* Assisting children with disabilities at school or coordinating social events at an assisted living home
* Counseling (supervised) at a clinic serving unemployed individuals or at a youth correctional facility

*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 (and/or interview family members regarding their cultural values and heritage). Attend to education/psychology values (well-being, helping others, etc.) and to class material (e.g., racial identity models). Write a report with at least six examples of how those values will conflict with others -- and state how you will handle those conflicts.
* Develop a list of your unearned privileges. With that list, write an analysis with at least six realistic examples of how those privileges will influence your work with others who do not share those same privileges – and state how you will correct for discrepancies in worldview and in access to power when they occur in your work.
* Seek out principles of multiculturalism based on the teachings of Jesus Christ and evaluate yourself weekly with respect to those principles. Show their relevance to your work and document your improvement.

*Example Activities to Enhance Multicultural Knowledge* (optional 1 point)

* Watch documentaries (relevant to well-being) about diverse groups of people. Write a thoughtful analysis, synthesizing class content and demonstrating applications to your work.
* Conduct interviews with renowned scholars in the field OR individuals who have been oppressed. Write an analysis summarizing at least six major points and demonstrating their direct application to your work.
* Read a book detailing the experiences of someone who endured discrimination or poverty. Write an analysis, synthesizing class content and demonstrating direct applications to your work.

*Example Activities to Enhance Multicultural Skills* (2 points required, 3 points optional)

* Request experiences at your practicum site with specific populations or programs; implement the feedback you receive under supervision. Document skills acquired and several areas for future growth.
* Watch videotapes of effective multicultural counseling. Use those techniques in your work. Document growth.
* Organize a school/community event promoting cultural understanding/anti-racism. Document skills acquired.
* Become proficient in culturally appropriate assessment and in use of a language interpreter. Document skills.

**Date Reading/Assignment Topic**

Jan 8 APA/NASP materials Diversity & defensiveness

 Multicultural Foundations

Jan15 Ch 1, 2; S&T9 Practicing Multiculturalism

 Oaks, Morrison Multiculturalism as a 4th Force

 Personal Readings Applied religious teachings

Jan 22 Ch. 15 Socioeconomic Status & Classism

 Ch. 7; S&T 7 Children of Color and their Families

Jan 29 Ch. 16; S&T 11 Intersections of Diversity/Relationism

 Personal Readings Taking Action; Multicultural Resources

Feb 5 APA/NASP guides Abilities/Disabilities, Ageism/Elderly

 Ch. 6 Contextual Assessment

Feb 12 APA Guidelines Sexual Orientation, Gender

 Personal Readings

Feb 19 Ch. 8, 10 African Americans

 Asian Americans

 Pacific Islanders

Feb 26 Ch. 4; S&T4 Intercultural Communication

 Personal Readings

March 5 S&T 5, 10 Multicultural Skills; Cultural Adaptations

 Personal Readings Language and Bi-lingual issues

March 12 Ch. 11, 12, 14 Native American Indians/Alaska Natives

 Arab Americans

 Spiritual and Religious Diversity

March 19 Ch. 5; S&T 2-3 Power, Social Structure, and Activism

 Personal Readings Structural inequalities; institutional isms

 *Change Game*

March 26 Ch. 9, 13; S&T 8 Latino(a) Americans

 Personal Readings Immigrants, Global psychology

April 2 Ch. 3, S&T 7 Awareness and Racial/Ethnic Identity

 McIntosh Privilege and power, part 2

April 9 S&T 12 Presentations: *Experiential Reports*

April 23 11AM Final Exam

**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.