

CPSE 751, Section 2: Counseling Multicultural and Diverse Populations
 Department of Counseling Psychology and Special Education (CPSE)
 Winter Semester, 2022

Class Meetings Mondays, 12:00pm – 2:50pm, MCKB 341

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 Office Hours: Please email for appt.

Readings

Sue, D. W. & Sue, D. (2016). Counseling the culturally diverse: Theory and practice (7th Ed.). New York: John Wiley & Sons Inc.

Available online through the HBLL

<https://ebookcentral.proquest.com/lib/byu/reader.action?docID=4189578&query=>

Additional assigned articles and chapters. **Professor will provide them for you.**

Course Objectives

This course is designed to increase multicultural knowledge, skills, and awareness through published multicultural counseling competencies, group discussion, small group work, and experiential learning. Students will increase in multicultural competence (see published guidelines) and will specifically:

1. Demonstrate knowledge of intersectionality related to 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*, particularly related to the psychotherapy process.
2. Demonstrate knowledge of treatment issues with individuals from *diverse backgrounds and demonstrate relevant skills through role-play and in-class activities*.
3. Demonstrate knowledge of the influence of the *environmental factors on BIPOC clients*, including *cultural and linguistic diversity and socioeconomic background*.
4. Exhibit awareness of *personal/cultural values, privileges, assumptions, prejudices, and biases* and how these impact counseling process and professional practices.
5. Demonstrate *multicultural counseling skills* (e.g., cross-cultural understanding of norms, values, and communication).

Expectations

1. Students will attend every class and actively participate in discussions and activities. *Late arrivals or early departures are inappropriate* (unless otherwise discussed with and approved previously by professor).
2. Students will *demonstrate respect* for all class members.

3. Students will ***complete all assignments on time***. Written reports are expected to be typed, edited, spell-checked, and written in APA style on MS Word and sent via email to professor.

For Your Clinical Experience (CAPS, Community Agencies, School Prac, Chaplains):

Request experiences at your practicum site with specific and diverse populations or programs; implement the feedback you receive under supervision. For your own growth as a developing multicultural competent therapist, document skills acquired and several areas for future growth.

Grading Scale

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	E	59 and lower

Assignments

Completing Reading Assignments and Reaction Papers – 20%

I expect you to complete all of the assigned readings before class so that you will be fully prepared to engage in discussion with other classmates. You are required to ***email me*** (to reduce paper usage and increase faster response) a brief ***reaction*** paper (1 page - **no more**; double spaced) ***no later than 11:30pm the night before*** each class. The reaction paper is meant to facilitate your learning by addressing: (1) What ideas, concepts, or methods did you agree or disagree with or question – and what does your reaction teach you about yourself and others around you?; (2) How will you apply the concepts/methods of the reading 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. ***Please be willing to share your emotional reactions in class.***

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 share “applications” based on readings as well as ask at least one ***BURNING*** question they had from the readings both in their small group discussions and during the larger class discussion time. ***Include the burning question in your weekly 1-page reaction paper.***

Please take this time to discuss and interact with other classmates during group discussions very seriously. As a graduate trainee and future professional in your area, it is expected that you know how to present yourself, articulate your thoughts and feelings, and act appropriately and professionally around topics that are complex, particularly regarding potentially heated debates and emotionally-charged topics related to multicultural and diversity issues. This is a time for you to learn about yourself and from others, and how to share your thoughts and feelings in an appropriate, respectful manner.

Class Participation – 20%

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 (being non-defensive). Attacking one's cultural background, identity, or sense of being is unacceptable; however, **sharing your differing opinions and belief systems in a kind and respectful way is acceptable**. 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. **Safety** is not the only necessary factor to discuss and process difficult and complex multicultural issues, bravery also needs to be a large part of participating openly and honestly in this class. Although my intention is to certainly create a very safe environment, probably just as important is to be **brave** about your experience and interactions with others in this class. **Vulnerability**, although anxiety-provoking, is key to self-growth and -understanding. Please come prepared to be **courageous** about expressing and receiving feedback from others. 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 thereafter (documented medical conditions exempt).

Laptops may be used for class-related work ONLY (i.e., notetaking). Do not check or write text messages, check Facebook, Twitter, do school work or homework, etc. during class time.

Attend a Cultural Event – 10%

Each of you will attend a multicultural event. During Winter semester, BYU sponsors several multicultural/international events relative to the content of this class. 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). You will **email me** a brief **reaction** paper (1 page - **no more**, Word doc; double spaced). In your reaction paper, you will answer these following questions: (1) What did this event teach you about yourself and others around you?; (2) How will you apply what you have learned in your work? If you would like to attend an event off campus, please speak with me before attending.

Guest Speaker (will not be graded)

Each of you will invite an individual from a different culture or group to speak to our class. The purpose is for us to learn from others' experiences, so guests should be selected not merely because they represent diversity but because we will genuinely learn from them. People often think that inviting their Black sister-in-law will be easy and a way to just check off the assignment, but if that individual does not have much to say, it does not make for an engaging opportunity. So first thing is to make certain that the guests truly can speak to issues pertinent to BIPOC communities, psychology and education, and other diversity issues.

Here are few ideas/places to consider if you are looking for individuals:

Multicultural Student Services (MSS)
 Provo LGBT Support Group
 International Office
 Black Student Union
 Armenian Business Student Association
 BYU Latino Club
 BYU Luso-Brazilian Association
 Chinese Student and Scholar Association
 Filipino Club
 Korean Student Association
 Taiwanese American Student Association

Final Examination – 40%

Students will respond to case scenarios and open-ended questions to demonstrate retention of learning across the semester. Specifically, you will be presented with a multicultural-centered case vignette in which you will explain step by step how you (the therapist or academic advisor) plan to approach this scenario based on the readings, activities, discussions, role-plays, and learning that took place over the semester. Your response will be in essay format and taken on the assigned final exam day.

Remaining 10% - Your Choice (see below)

All 3 assignments are due before or on the last class day of the semester.

Example Activities to Enhance Multicultural Self-Awareness (Choose one)

- 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 (Choose one)

- 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 (Choose one)

- 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. 3	1. Prayer 2. Introductions 3. Field Trip 4. Syllabus - Course overview and expectations 5. Defensiveness <ul style="list-style-type: none"> • In class activities • Johari Window Sensitivity and Awareness Multicultural Foundations

Skill-based activities: Microtraining Associates Videos & Handouts for in-class activities

Jan. 10	Ch. 1 & 2	Sue & Sue (2016)
	Elder Morrison	No More Strangers

Gordon B. Hinckley:

https://www.lds.org/general-conference/2006/04/the-need-for-greater-kindness?lang=eng&_r=1
0:00-3:20

<https://www.lds.org/general-conference/2017/04/songs-sung-and-unsung?lang=eng>
11:00 – 12:06

1. Prayer
2. Emotionally-charged class
3. Review syllabus with class
4. MC Self-Assessment
- Break
5. Pres. Hinckley's video to men

- <https://www.youtube.com/watch?v=-126gsjFSUA>
6. Elder's Holland's video on "there's room."
<https://www.lds.org/general-conference/2017/04/songs-sung-and-unsung?lang=eng>
11:00 – 12:06
 7. Pres. Nelson's video with Black Minister 7:48 – 11:30
<https://www.youtube.com/watch?v=PizwXleW5RQ>
 8. Pres. Nelson's literal Gathering of Israel
<https://www.youtube.com/watch?v=QnskCjpFgkI>
11:50
 9. Small and large group discussion
Break
 10. Readings – Collage of insight
 11. Capitol Riot – Let's talk about it.

Tim Wise – White Like Me

55:00

0-13:13

<https://www.youtube.com/watch?v=i58pG0pKHWY>

Children and Race

<https://www.youtube.com/watch?v=UOVwrcTzRBs#t=345.431858093>

<https://www.youtube.com/watch?v=9OKgUdQF-Fg>

<https://www.youtube.com/watch?v=WG7U1QsUd1g>

Skill-based activities: Microtraining Associates Videos & Handouts for in-class activities

Jan. 17

Ch. 5 & 6

Sue & Sue (2016) - Systemic Oppression
& Microaggressions in Counseling and
Psychotherapy

Elder Oaks Talk – "Black lives matter."

<https://www.youtube.com/watch?v=BJL2P0JsAS4>

Color of Fear

<https://www.youtube.com/watch?v=AzLTyp0ZBx4>

https://www.youtube.com/watch?v=-vAbpJW_xEc

0-1:45

"Imagine if you are" activity

D activity

Color Blindness

Skill-based activities: Microtraining Associates Videos & Handouts for in-class activities

Jan. 24: Week 4	Ch. 12	Sue & Sue (2016) – White Racial Identity
	McIntosh List handout	“White Privilege and Male Privilege” Privilege

<https://www.lds.org/church/news/church-releases-statement-condemning-white-supremacist-attitudes?lang=eng>

<https://goodmenproject.com/featured-content/white-fragility-why-its-so-hard-to-talk-to-white-people-about-racism-twlm/>

https://www.newyorker.com/books/page-turner/a-sociologist-examines-the-white-fragility-that-prevents-white-americans-from-confronting-racism?mbid=social_facebook

Guest Speakers

Skill-based activities: Microtraining Associates Videos & Handouts for in-class activities

Jan. 31: Week 5	Ch. 8	Sue & Sue (2016) - Culturally Appropriate
	Ch. 10	Sue & Sue (2016) - Intervention Strategies & Non-Western Indigenous Methods of Healing

<http://search.alexanderstreet.com/view/work/1778757>

Thomas Parham – 8:00 and 30:00 final remarks

Skill-based activities: Microtraining Associates Videos & Handouts for in-class activities

Feb. 14: Week 6	Ch. 9	Sue & Sue (2016) - Multicultural Evidence- Based Practice
	Allen, Richards, Lea chapter	“Spiritually oriented psychotherapy for trauma among diverse groups in the US”

Guest Speakers

Skill-based activities: Microtraining Associates Videos & Handouts for in-class activities

Feb. 21: Week 7	Ch. 13 (CP & SP)	Sue & Sue (2016) - Culturally Competent Assessment
	Ch. 14 (CP)	Sue & Sue (2016) – Counseling African Americans

<http://search.alexanderstreet.com/view/work/1778757>

Thomas Parham – 8:00 and 30:00 final remarks

Guest Speakers

Skill-based activities: Microtraining Associates Videos & Handouts for in-class activities

Feb. 28: Week 8	Allen Papers	Counseling Polynesian Americans
		(1) “Collectivistic Coping Strategies for Distress Among Polynesian Americans”
		(2) “Counseling Attitudes and Stigma Among Polynesian Americans”
		(3) “Psychotherapy Utilization and Presenting Concerns Among Polynesian American College Students”
	AS/NZ research trip findings (CAPS inservice pres)	

Guest Speakers

Skill-based activities: Microtraining Associates Videos & Handouts for in-class activities

March 7: Week 9	Ch. 15	Sue & Sue (2016) - Counseling American Indians and Alaska Indians
	Michael Yellow Bird	“Yellow Bird Colonialism”

Guest Speakers

Skill-based activities: Microtraining Associates Videos & Handouts for in-class activities

March 14: Week 10	Ch. 16	Sue & Sue (2016) - Counseling Asian Americans
	Sue & Zane (2009)	“The Role of Culture and Cultural Techniques in Psychotherapy”

Guest Speakers

Skill-based activities: Microtraining Associates Videos & Handouts for in-class activities

March 21: Week 11	Ch. 17	Sue & Sue (2016) – Counseling Latinos
	Cardemil & Battle (2003)	“Guess who’s coming to therapy?”

Guest Speakers

Skill-based activities: Microtraining Associates Videos & Handouts for in-class activities

March 28: Week 12 Ch. 26 Sue & Sue (2016) – Counseling Women

Guest Speakers

Skill-based activities: Microtraining Associates Videos & Handouts for in-class activities

April 4: Week 13 Ch. 23 Sue & Sue (2016) - Counseling LGBT.

Cochran (2001) Emerging Issues in research on Lesbians' and Gay mens' mental health.

Guest Speakers

Skill-based activities: Microtraining Associates Videos & Handouts for in-class activities

April 11: Week 14 Ch. 22 Sue & Sue (2016) – Counseling Persons with Disabilities

Guest Speakers

Skill-based activities: Microtraining Associates Videos & Handouts for in-class activities

April ?: Week 15 Ch. 19 & 21 Sue & Sue (2016) – Counseling Arab and Muslim Americans & Jewish Americans

Article: integrating islamic traditions in modern psychology research

Guest Speakers

Skill-based activities: Microtraining Associates Videos & Handouts for in-class activities

April 18: Week 16 Exam Week See exam date for our class

BYU Honor Code:

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards.

Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that

each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

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. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact BYU's Equal Opportunity Manager at 801-422-5895 or email [sue_demartini@byu.edu]; or contact BYU's Honor Code Office at 801-422-2847. The Honor Code Office is located in 4440 WSC.

Students with Disabilities:

Brigham Young University and I are personally 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 me at the beginning of the semester, as early as possible, to ensure adequate prevention and intervention efforts to ensure a positive learning experience. You may also contact the University Accessibility Center (UAC; 801-422-2767). They have an Internet site describing their services and contact information [<https://uac.byu.edu/>]. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC 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 may contact the Equal Employment Office in the ASB. They can be reached phone at 801-422-6878 or you can visit their offices in the ASB: D-282, D-292, D-240C.

Academic Honesty Policy:

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy:

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

Respectful Environment Policy:

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional."

"I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010