

CPSE 751: Counseling Multicultural and Diverse Populations

Winter Semester, 2022

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

- Location and Time:** 331 MCKB, Monday 12PM – 2:50PM
- Instructors:** Timothy B. Smith, Ph.D.
- Office Hours:** Monday 3-4PM and Tuesday 4-5 and by appointment
- Contact Information:** Office phone: 422-1311; Office: 269 MCKB; TBS@byu.edu
- Texts:**
- 1) Sue, Sue, Neville, & Smith (2019). *Counseling the Culturally Diverse: Theory and Practice* (8th Ed.), Wiley.
 - 2) *Practice Guidelines for Lesbian, Gay, and Bisexual Clients* (APA)
<https://www.apa.org/pi/lgbt/resources/guidelines>
 - 3) *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality* (APA) <https://www.apa.org/about/policy/multicultural-guidelines>
 - 4) *Guidelines for Psychological Practice with Older Adults* (APA)
<https://www.apa.org/practice/guidelines/older-adults>
 - 5) *Guidelines for Psychological Practice with Girls and Women* (APA)
<https://www.apa.org/practice/guidelines/girls-and-women>
 - 6) *Guidelines for Assessment of and Intervention with Persons with Disabilities*
<https://www.apa.org/pi/disability/resources/assessment-disabilities>
 - 7) *Guidelines for Psychological Practice with Transgender and Gender Nonconforming People* <http://www.apa.org/practice/guidelines/transgender.pdf>
 - 8) NASP <http://www.nasponline.org/resources-and-publications/resources/diversity/cultural-competence>
 - 9) Smith, T.B. & Trimble, J. (2016). *Foundations of Multicultural Psychology: Research to inform effective practice*. 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 actively participate in discussions, activities, and service/experiential learning.
2. Students will use electronics only for class purposes and will demonstrate professionalism by arriving on time and remaining engaged to the end of class.
2. Students will demonstrate respect for all class members and guest presenters.
3. Students will complete all assignments on time.

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 – 24%

Please complete all assigned readings before class so that you will be fully prepared to consult with me and with classmates about the most challenging issues. Students will turn in (via Learning Suite) a brief reaction paper (1 page) by Monday at 11AM 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? (During class, all students will informally share “applications” based on readings and ask at least one question in small groups). Late reaction papers will not receive credit (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.

Class Discussion on an In-depth Topic – 10%

You will prepare detailed questions and answers/information for a full 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/Community Activities/Clubs – 3% (1% per activity)

During Winter semester, BYU sponsors several multicultural/international events. 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/> And see the Kennedy Center events (kennedy.byu.edu) and multicultural student services events (multicultural.byu.edu). Briefly (one sentence) document your participation on Learning Suite.

Professionalism and Class Participation – 10%

Class participation consists of attendance and *active* participation in class discussions/exercises. Increasing multicultural awareness and skills requires that you take risks. True learning involves being non-defensive and honest with ourselves and others. 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 assume that you did not come prepared for class. Professionalism includes demonstration of respect, taking responsibility, etc. We practice skills in class, so missing more than two classes will reduce 3% of the grade for every class missed (documented medical conditions exempt).

Sharing insights/resources with others outside of class – 3% (1% per post/share) with extra credit option (up to 10%)

Students will share information learned in class or relevant multicultural resources with others (e.g., social media) and report three separate instances on Learning Suite (copy and paste the message/post sent to others). Students desiring extra credit will either submit for publication an informative message (e.g., news media, professional newsletter/blog) or suggesting improvements/resources in their workplace.

Final Examination – 8%

To demonstrate retention of learning students will respond to open-ended questions and case scenarios.

Experiential Activities and Documentation of Multicultural Competence (Portfolio) – 37%

The field has endorsed published Multicultural Counseling Competencies (MCCs), which are the learning objectives of this course. You are required to (1) evaluate yourself with respect to the MCCs at the beginning and end of the class, (2) increase your MCCs through activities you implement during the semester, and (3) demonstrate your proficiency relative to each of the competencies in a final portfolio inclusive of four sections: (i) reflections on multicultural principles/spiritual foundations, (ii) reflections from service learning, (iii) multicultural skills, (iv) multicultural self-awareness. (Students demonstrate multicultural knowledge in other class assignments, so that is an optional fifth area of the portfolio). You will complete a service learning activity and then 2-4 different activities to enhance MCCs. *Design your own activities based on your initial MCC self-assessment.* In your portfolio, provide a brief summary of what you learned and the skills you practiced (about 1 page per activity) and then share what you learned with our class on our final instruction day. *Students' portfolios should document not only the completed activities but also competence in MCCs.* Example portfolios will be provided, but students may generate their own format, reporting the following 5 areas:

I. Multicultural Principles/Spiritual Foundations

Across history, societies have grappled with how to build communities characterized by individual/group differences. Religious leaders and scholars throughout the ages have distilled and taught principles that promote unity amid diversity. When we professionals understand and act on correct principles, outcomes tend to improve. This semester, please focus your primary efforts on identifying and internalizing key principles that foster multiculturalism. *Examples include:*

- Study religious and scholarly “wisdom literature” to identify core principles. Then hold yourself accountable for applying those principles by setting goals and conducting regular/weekly self-evaluation.
- When you listen to other people’s experiences, such as guest presenters in class, look for underlying themes about barriers faced, as well as the factors that enabled them to succeed.
- Reflect on how others’ differences not only benefit you but are necessary in a society. Commit to learning from diversity across your career.
- Keep notes during class, with a specific list of key principles to retain in your career. Write a reflection page that shows how you will apply the principles in your work.

II. Service Learning (8 hours)

Locate an organization/group who represent some aspect of diversity and who could benefit from your service. (For ideas, see <https://yserve.byu.edu/> then click on community service or see lists at <http://www.unitedwayuc.org>). Provide 8+ hours of face-to-face meaningful service (to prevent superficial “drive-by serving” and maximize depth/meaningfulness, all hours should 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 learning in class. *Examples:*

- Volunteering in a homeless shelter (Provo, West Jordan, Midvale, SLC) 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 mentoring youth in a treatment facility

III. Example Activities to Enhance Multicultural Skills (4 hours beyond the service learning activity)

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

IV. Example Activities to Enhance Multicultural Self-Awareness (approximately 4 hours)

- Analyze how your own cultural heritage influences your beliefs/behaviors or interview family members regarding their cultural heritage. Write how those values conflict with others and state how to handle conflicts.
- List your unearned privileges. Identify at least six realistic examples of how those privileges will influence your work with others – and state how you will correct for discrepancies in worldview/power when they occur.

V. (optional) Example Activities to Enhance Multicultural Knowledge (if less than 4 hrs for self-awareness)

- Attend multicultural workshops (e.g., NASP), read a book, or watch documentaries. Write a 1-page analysis.
- Interview renowned scholars in the field OR individuals who have been oppressed. Write a 1-page analysis.

Date	Reading/Assignment	Topic
Jan 3		Intro. Principles of Multiculturalism
Jan 10	S1; CCD2 Oaks	Practicing Multiculturalism Applied religious teachings
Jan 17	Martin Luther King Jr. Holiday (no class) Please participate in campus service and commemoration	
Jan 24	S15; CCD25 S&T9; CCD11	Socioeconomic Status & Classism Children of Color and their Families
Jan 31	S16; S&T11	Intersections of Diversity/Relationism Taking Action; Multicultural Resources
Feb 7	APA Guidelines CCD22&24	Abilities/Disabilities, Ageism/Elderly
Feb 14	CCD14 S6, CCD13	African Americans Contextual Assessment
Feb 22	APA Guidelines	Sexual Orientation, Gender
Feb 28	S4; CCD8; S&T6 CCD16	Intercultural Communication Asian Americans, Pacific Islanders
March 7	S&T3&7 FSGB article	Multicultural Skills; Cultural Adaptations Language & bi-lingual issues/interpreters
March 14	CCD15 CCD19 CCD 21; S14	Native Americans/Alaska Natives Arab Americans Spiritual and Religious Diversity
March 21	S&T 4&5 Personal Readings	Power, Social Structure, and Activism Structural inequalities; <i>Change Game</i>
March 28	CCD17 S13; CCD20; S&T8	Latinx Americans Immigrants, Global psychology
April 4	S&T10; CCD12 McIntosh	Awareness and Racial/Ethnic Identity Privilege and power, part 2
April 11	S&T12	Presentations: Experiential Reports
April 20	Final Examination and Projects Due (no extensions)	

Note: CCD= Counseling the Culturally Diverse; S=Smith; S&T=Smith&Trimble

Learning Modalities

At Brigham Young University, we seek learning by study and by faith. We conduct/evaluate research while also acknowledging and seeking spiritual sources of knowledge.

“The whisperings of the Spirit come gently and quietly. The Spirit does not get our attention by shouting or shaking us with a heavy hand. Rather it whispers. It caresses so gently that if we are preoccupied, we may not feel it at all. Occasionally it will press just firmly enough for us to pay heed. But most of the time, if we do not heed the gentle feeling, the Spirit will withdraw and wait until we come seeking and listening and say in our manner and expression, like Samuel of ancient times, ‘Speak [Lord], for thy servant heareth.’”-President Boyd K. Packer, Mine Errand from the Lord, p. 124.

HONOR CODE

To be able to attend BYU each student has agreed to abide by the Honor Code.

<https://policy.byu.edu/view/index.php?p=26> This includes honesty in taking tests and not divulging their content to other students, honesty in reporting assignments, etc. I trust you. I do not police student work, but if evidence of misconduct occurs, students’ grades and possibly program/university standing will be affected.

Inappropriate use of course materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. They should not be posted on any online apps or programs, or anywhere else online.

Responding to and Reporting Sexual Harassment/Misconduct

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, you have several options of how to report or voice your concerns.

You could talk with your professor; contact BYU’s Equal Opportunity Manager at 801-422-5895 or email [sue_demartini@byu.edu]; contact BYU’s Honor Code Office at 801-422-2847. Refer to the following website regarding additional information about sexual misconduct:

<https://policy.byu.edu/view/index.php?p=155>

Additionally, other options include calling or visiting with Tiffany Turley, who serves as the university’s Title IX coordinator. Her office is in 1085 WSC. She can also be contacted by phone or email: 801-422-7256; tiffany_turley@byu.edu

NOTE: Another option is to call or visit with Lisa Leavitt, BYU’s full-time victim’s advocate. If you wish to speak with someone confidentially about any sexual assault or abuse, contact Lisa Leavitt: advocate@byu.edu; or call 801-422-9071. Lisa’s BYU campus office is located in 1500 WSC.

Services for Students with Disabilities

Brigham Young University and I are personally committed to providing a working and learning atmosphere that 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 provide a positive learning experience. You may also contact the University Accessibility Center (UAC; 801-422-2767). See this site <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 & procedures. You can also contact the Equal Employment Office: 801-422-6878 or 801-422-5895 or visit their offices in the ASB: D-282, D-292, D-240C.

BYU STATEMENT ON BELONGING

We are united by our common primary identity as children of God (Acts 17:29; Psalm 82:6) and our commitment to the truths of the restored gospel of Jesus Christ (BYU Mission Statement). We strive to create a community of belonging composed of students, faculty, and staff whose hearts are knit together in love (Mosiah 18:21) where:

- All relationships reflect devout love of God and a loving, genuine concern for the welfare of our neighbor (BYU Mission Statement);
- We value and embrace the variety of individual characteristics, life experiences and circumstances, perspectives, talents, and gifts of each member of the community and the richness and strength they bring to our community (1 Corinthians 12:12–27);
- Our interactions create and support an environment of belonging (Ephesians 2:19); and
- The full realization of each student's divine potential is our central focus (BYU Mission Statement).

[Therefore, in this class we go beyond mutual respect to truly make our experience together uplifting and mutually edifying. Get to know one another well. Find common ground and learn from differences.]