

CPSE 751: COUNSELING MULTICULTURAL AND DIVERSE POPULATIONS

Department of Counseling Psychology and Special Education
Winter Semester 2021—Mondays 12:00pm to 2:50pm—REMOTE

“If I love you, I have to make you conscious of the things you don’t see.”
~James Baldwin~

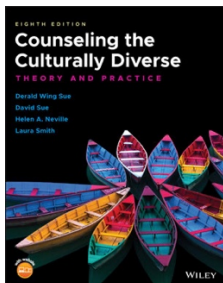
“The first service one owes to others in a community involves listening to them. Just as our love for God begins with listening to God’s word, the beginning of love for others is learning to listen to them. God’s love for us is shown by the fact that God not only gives God’s Word but also lends God’s ear. We do God’s work for our brothers and sisters when we learn to listen to them.”
~Dietrich Bonhoeffer~

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Office Hours: by appointment



Required Textbook (can be accessed for free on the library’s website)

Sue, D. W. & Sue, D. (2019). *Counseling the culturally diverse: Theory and practice* (8th Ed.). New York: John Wiley & Sons Inc.

Additional readings will be provided by the professor

Course Description

This course is designed to increase multicultural knowledge, skills, and awareness through reading and learning professional and ethical standards of multicultural counseling competencies, reading published research and case studies, group discussion and work, and experiential learning.

By the end of this course, students will have an increased awareness of the sociocultural context of various populations, and increased understanding of the diverse methods and skills to use to meet the needs of individual multicultural clients, knowledge of professional standards in their field of work, and clearer understanding of their own background, biases, and prejudices, and of the way those impact their interactions with the world and others. Students will be able to identify concrete steps to work through those biases and prejudices so to limit their impact on their work with their clients.

Learning Outcomes

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*, 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 *rights of clients and their family as they relate to issues of diversity*.
4. Demonstrate knowledge of the influence of the *environmental factors 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, assumptions, prejudices, and biases* and how these impact counseling process and professional practices.
7. Demonstrate *multicultural counseling skills* (e.g., cross-cultural understanding of norms, values, and communication).

CLASSROOM POLICIES

1. **Inclusivity** (*adapted from Teo Mungaray's syllabus*): every student in this class, regardless of personal background, history, or identity is a valued member of our group. Your perspectives and experiences are valuable and important, and you are welcome to share them if and when you feel comfortable and they become relevant to our class. No member of this class is ever expected or believed to speak for all members of a group. In this classroom, your identity is seen and respected. You have the right to be referred to however you wish. You have the right to expect your name to be pronounced correctly. You have the right to correct us or adjust things at any point in the semester. Additionally, no student will be required to disclose parts of their history or identity that they do not wish to share. If you find that there are aspects of the course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal.
2. **Respectful class environment**: It is expected that you will show respect to each other and engage in difficult conversations respectfully in class and outside of class. While none of us are in control of each other's reactions and actions, microaggressions, hate speech, or any other behavior that

dehumanizes others will not be tolerated. It is important to remember that all of us enter this classroom with diverse experiences, beliefs, opinions, and backgrounds. As a group, we will work on holding each other accountable for inappropriate behavior or harmful thoughts and statements, identifying ways to work through conflicts and disagreements, and respect the needs and boundaries of others. If you feel that we are not upholding these principles at any point, please bring it to my or the class' attention.

3. **Comfort:** An essential part of building multicultural competence as a mental health professional involves facing topics and experiences that will cause discomfort, and occasionally tension. Over the course of this semester, we will discuss issues that often bring up strong feelings, reactions, or opinions. In moments of discomfort, it is normal to want to disengage and avoid the topic addressed. However, it is essential to stay actively engaged. Remember that discomfort does not equal unsafety. Staying engaged will help you grow, gain more self-awareness, and identify ways to address the issue discussed. While you are encouraged to express your reactions, thoughts, and opinions, remember to do so with respect.
4. **Attendance:** class attendance is required to pass the class and will be graded. Of course, in case of illness or other uncontrollable circumstances, I will be flexible and help you find the support needed to make up the work. It is, however, your responsibility to notify me if you are missing class or need support, as well as to catch up on what was discussed in class and stay up to date on assignments and announcements. Please make efforts to arrive to class on time. Early departures are inappropriate, unless otherwise discussed with me.
5. **Participation:** active participation in class discussions and activities will be an essential part of your growth and learning this semester. Your attendance and participation will be graded. I understand that different cultural backgrounds impact our ability to engage in class discussion. If you are struggling with class participation, please contact me so we can adjust to help you feel more comfortable in class. See class requirements section for more details.
6. **Grade policy:** all grades are final and can be tracked on Learning Suite. There will be no make-up or extra credit assignments offered.
7. **Late submissions:** you are encouraged to submit assignments on time on Learning Suite. Every student can get one 24-hour extension if needed. Please notify me if you will need a due date extension on an assignment.
8. **Accessibility and accommodations:** BYU and I are committed to helping students gain academic success by providing a learning environment that accommodates students with disabilities or other circumstances that impact a student's ability to complete class requirements. If you have a disability which may impair your ability to complete this course successfully, please contact me (in person or through email) as early in the semester as possible in order for me to accommodate your needs. Additionally, you can also contact the University Accessibility Center (UAC; 801-422-2762; <https://uac.byu.edu/>). The UAC provides assessment, resources, and documentation of disability.

The UAC also recommends accommodations for students and directly communicates them to professors. Please feel free to contact me if you would like to learn more about the UAC.

9. **Office Hours:** you are encouraged to reach out to me throughout the semester if you have questions, concerns, or need support. Office hours are a chance to get help with assignments, go over material covered in class, professional development, and addressing concerns about the course. Because of the nature of my work at the Counseling Center, my schedule is less flexible than other professors. Please let me know in advance if you wish to meet with me so we can set an appointment in a timely manner.
10. **Workload expectations:** this class is heavy in readings. Although I understand that, as graduate students, you are already extremely busy and won't be able to always prioritize this class, I would highly encourage you to read (or at least skim through) the material before coming to class. The class will rely on classroom discussions to learn and grow and knowing the material beforehand will help you contribute and learn. Additionally, a large portion of your growth this semester will come from reading class materials and working through your reactions to the content.

CLASS REQUIREMENTS AND ASSIGNMENTS

1. **Attendance and Participation (50 points):** Growth in multicultural competence (awareness, knowledge, and skills) requires that you take risks. This involves being open about your experience doing the readings, participating in class activities, or completing assignments. As we will work as a class to build trust and safety, remember that stepping out your comfort zone and engaging with issues you might have usually avoided requires courage and commitment to our work. Keep in mind that silence can communicate uncertainty and create a less safe environment for the class and can be experienced as a microaggression. Reading the material and coming to class prepared will help you engage in a more comfortable and confident way and will allow you to be vulnerable (to whatever degree is comfortable for you). Your professionalism in class will be taken into account when grading participation. This will include taking responsibility for what you say and do, showing respect to the instructor and class members, arriving on time and leaving at the end of class, being prepared for discussions and activities, being an active participant in class, not spending time on your laptop (unless for note taking or to access the textbook) or your phone during class.
Missing class due to a medical condition or circumstances that are out of your control will be excused when communicated to me in a timely manner.
2. **Digital Dialogue Discussions:** To help us guide class discussions, you will be asked to answer questions on Digital Dialogue on Learning Suite. You will notice that the dialogue includes multiple questions. You are not expected to answer all of those. Choose the ones that feel most relevant, pressing, or present to you. Your answers can be brief (a few sentences or a short paragraph) or longer, it is up to you. Your responses will not be graded on length or content. You will be grade on engagement and participation. This means that your answers need to demonstrate that you engaged with the course material (e.g, be specific, quote when appropriate, comment on what you

learned in the readings or in class, etc.) The goal is not for you to write answers you think the instructor, or the field, expect, but to truly reflect on your own experience, learning, and growth. In sum, there is no wrong or right way to do this assignment, there is what comes up for you while engaging with class material. However, keep in mind that points will be lost for unprofessionalism, inappropriate content, or statements that reflect willful disregard for the humanity and equality of others.

Way to engage with the material more easily: take notes while reading (e.g., write down thoughts, questions, concerns that come up for you while reading), focus on sections that are less familiar to you or that you want to learn more about, approach the reading with an open mind, when you have a reaction write it down immediately.

Each reflection will be worth 10 points.

3. **Hot Topic Discussion and Report (200 points):** This assignment will be completed in two parts:
 - a. **Part 1:** Students will be divided up in groups and will choose a topic to do a 20 to 30 minutes presentation on. Guidelines regarding the topic chosen are as follow:
 - The presentation must address a current (or recent) event affecting a marginalized group or population in the U.S. (e.g., immigration; gender issues; police brutality; religious discrimination; etc.)
 - The topic and population presented on should be less familiar to the students in the group (e.g., you cannot present on a group you are affiliated with or have extensive experience working with)The presentation should include the following:
 - Presentation of the current event and what it involves
 - Discussion of how individuals in the group are affected by the current event
 - How the current event might affect the wellbeing, emotional health, and functioning of the population
 - How the current event might create barriers for the population to seek help
 - How you would address those concerns if you were to work with an individual from the group in therapy or your work settingIn your presentation, you will cite sources to back up what you are presenting on. Refer to the rubric for more details.
 - b. Students will turn in an **individual** report on their experience putting together the presentation and learning about challenges faced by an unfamiliar group. In your report you will discuss your reactions, how the presentation challenged you, and ways that you grew and evolved. The report should be 3 pages long, double spaced, APA format.
4. **Cultural Genogram (100 points):** this specific assignment will be discussed in class in more details. You will complete a genogram of your own cultural background. You will write a paper reflecting on what you learned about the way your background impacts the way you see the world.

- 5. Cultural activities + Report (50 points each):** for these assignments, you will choose two different activities to participate in. The activities can be reading a book, watching a documentary, listening to a podcast, attending an event (online due to COVID) such as a panel, presentation, or discussion regarding a marginalized group you are not affiliated with. Please make sure to consult with me before completing activity to make sure to meet class standards.
- a. You will write a 3 pages report about your experience attending each of these activities. The report should include:
 - A description of what you did and the organization organizing the activity, the book, documentary, etc.
 - A description of how the activity stretched you, what you learned, what was challenging for you, what resonated with you.
 - What call to action emerged for you after you attended the activity?
- 6. Final (100 points):** details about the final will be provided in class.

CLASS SCHEDULE

***Readings and assignments will be posted on Learning Suite weekly. Please check regularly to not miss assignments.**

DATE	TOPIC (for readings and assignments, see Learning Suite)
01/11	Foundations of MC counseling Introduction to systemic oppression
01/18	NO CLASS: Dr. Martin Luther King Day
01/25	Social justice advocacy Barriers to MC counseling
02/01	Historical, intergenerational, and racial trauma
02/08	Race and Ethnicity 1
02/16	TUESDAY (MONDAY INSTRUCTION) Race and Ethnicity 2
02/22	Immigration
03/01	Gender 1
03/08	Gender 2
03/15	LGBTQ+ 1
03/22	LGBTQ+ 2
03/29	Class and SES
04/05	Ability Age
04/12	Non-Western healing traditions Spirituality and religion

UNIVERSITY POLICIES

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.

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.

Preventing Sexual Discrimination or Harrasment:

BYU prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or 801-422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day). Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

If you are in immediate danger, call 911. If you are experiencing sexual assault, domestic violence, and stalking, and need help being connected to helpful resources on and off campus, please let me know. In this classroom, sexual harassment, discrimination, or violence will never be tolerated.

BYU offers confidential resources for those affected by sexual misconduct, including the university's Survivor Advocate (<https://advocates.byu.edu/meet-the-advocate>). Advocates help survivors determine their own needs in regards to their physical and emotional health, reporting options, and academic concerns. They can connect survivors to campus and community services. Other confidential resources include BYU Counseling and Psychological Services (<https://caps.byu.edu/>). If you would like to speak with a counselor after business hours, you can contact the on-call counselor by contacting the BYU Police (801-422-2222).