

## Instructor/TA Info

### Instructor Information

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## Course Information

### Grading Scale

| Grades | Percent |
|--------|---------|
| A      | 93%     |
| A-     | 90%     |
| B+     | 87%     |
| B      | 83%     |
| B-     | 80%     |
| C+     | 77%     |
| C      | 73%     |
| C-     | 70%     |
| D+     | 67%     |
| D      | 63%     |
| D-     | 60%     |
| E      | 0%      |

### Participation Policy

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).

### Course Objectives

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This course is designed to increase multicultural knowledge, skills, and awareness.

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

### 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.

## Assignments

See schedule

## Assignments

### Assignment Descriptions

#### Reaction Paper 1

Jan  
22

Due: Monday, Jan 22 at 12:00 am

Ch. 1 & 2 Sue & Sue (2016)

Ch. 5 & 6 Sue & Sue (2016) - Systemic Oppression & Microaggressions in Counseling and Psychotherapy

#### Reaction Paper 2

Jan

**29**

Due: Monday, Jan 29 at 12:00 am

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**Ch. 12 Sue & Sue (2016) – White Racial Identity**

Peggy McIntosh-Unpacking the Invisible Knapsack  
“White Privilege and Male Privilege”

**Quiz 1****Jan  
29**

Due: Monday, Jan 29 at 12:30 pm

Good luck!

**Reaction Paper 3****Feb  
05**

Due: Monday, Feb 05 at 12:00 am

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**Ch. 8 Sue & Sue (2016) - Culturally Appropriate****Ch. 10 Sue & Sue (2016) - Intervention Strategies & Non-Western Indigenous Methods of Healing****Reaction Paper 4****Feb  
12**

Due: Monday, Feb 12 at 12:00 pm

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**Ch. 9 Sue & Sue (2016) - Multicultural Evidence-Based Practice****Allen, Richards, Lea chapter “Spiritually oriented psychotherapy for trauma among diverse groups in the US”****Reaction Paper 5****Feb  
19**

Due: Monday, Feb 19 at 12:00 am

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**Ch. 13 Sue & Sue (2016) - Culturally Competent (CP & SP) Assessment****Ch. 14 Sue & Sue (2016) – Counseling African (CP) Americans****Reaction Paper 6****Feb  
26**

Due: Monday, Feb 26 at 12:00 am

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**Allen Papers****Counseling with Polynesian Americans****(1) “Collectivistic Coping Strategies for Distress Among Polynesian Americans”****(2) “Counseling Attitudes and Among Polynesian Americans”****(3) “Psychotherapy Utilization and Presenting Concerns Among Polynesian American College Students”****Reaction Paper 7****Mar**

**04**

Due: Monday, Mar 04 at 12:00 am

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Ch. 15 Sue & Sue (2016) - Counseling with American Indians and Alaska Indians  
Michael Yellow Bird: "Yellow Bird Colonialism"

**Reaction Paper 8****Mar  
11**

Due: Monday, Mar 11 at 12:00 am

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Ch. 16 Sue & Sue (2016) - Counseling with Asian Americans

**Reaction Paper 9****Mar  
18**

Due: Monday, Mar 18 at 12:00 am

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Ch. 17 Sue & Sue (2016) – Counseling Latinos

**Reaction Paper 10****Mar  
25**

Due: Monday, Mar 25 at 12:00 am

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Ch. 26 Sue & Sue (2016) – Counseling with Women

**Reaction Paper 11****Apr  
01**

Due: Monday, Apr 01 at 12:00 am

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Ch. 23 Sue & Sue (2016) - Counseling with LGBT

**Reaction Paper 12****Apr  
08**

Due: Monday, Apr 08 at 12:00 am

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Ch. 22 Sue & Sue (2016) – Counseling with Persons with Disabilities

**Reaction Paper 13****Apr  
15**

Due: Monday, Apr 15 at 12:00 am

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Ch. 19 & 21 Sue & Sue (2016) – Counseling with Arab and Muslim Americans & Jewish Americans

**Cultural Event****Apr  
15**

Due: Monday, Apr 15 at 11:59 pm

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**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.

### Your Choice Assignment

Apr  
20

Due: Saturday, Apr 20 at 11:59 pm

#### **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.

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## Final Exam Information

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Apr  
20

Due: Saturday, Apr 20 at 11:59 pm

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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.

## Quiz - PI

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Apr  
30

Due: Tuesday, Apr 30 at 12:59 pm

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Good luck! You got this!

## Quiz 2

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Apr  
30

Due: Tuesday, Apr 30 at 1:00 pm

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Good luck! You got this!

## Quiz 3

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Apr  
30

Due: Tuesday, Apr 30 at 1:00 pm

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Good luck!

# University Policies

## 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 every instructor's 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 Misconduct

*The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.*

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

### **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

### **Academic Honesty**

The first injunction of the 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**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original

misquoting, misrepresentation, the partial or incomplete utilization of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

### **Compliance Hotline and BYU Policies**

If you have questions about university policies, including those discussed in this syllabus, please visit <https://policy.byu.edu> (<https://policy.byu.edu>).

If you observe any non-emergency dangerous, illegal, or suspicious activity occurring on campus or by a member of the BYU community, please report it through the BYU Compliance Hotline at <https://hotline.byu.edu> (<https://hotline.byu.edu>). Emergencies and ongoing criminal activity should be reported directly to BYU Police at 801-422-2911.

### **Covid 19 Statement**

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

### **Deliberation Guidelines**

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

### **Devotional Attendance**

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

### **Diversity and Inclusion in the Classroom**

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.



## 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. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

## Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

## Respectful Environment

"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

## Schedule

| Date            | Reading/Assignment Topic   |
|-----------------|--|
| Week 1          |  |
| M Jan 08 Monday | <b>Start of Classes</b><br>Syllabus - Course overview and expectations |
| Week 2          |  |
| M Jan 15 Monday | <b>Martin Luther King Jr Day</b>                                       |
| Week 3          |  |
| M Jan 22 Monday | <b>Reaction Paper 1</b>  |
| Week 4          |  |
| M Jan 29 Monday | <b>Quiz 1</b><br><b>Reaction Paper 2</b>                               |
| Week 5          |  |
| M Feb 05 Monday | <b>Reaction Paper 3</b>  |
| Week 6          |  |
| M Feb 12 Monday | <b>Reaction Paper 4</b><br><b>Quiz 2 Opens</b>                         |
| Week 7          |  |
| M Feb 19 Monday | <b>Presidents Day</b><br><b>Reaction Paper 5</b>                       |

|                    |  |
|--------------------|--|
| T Feb 20 Tuesday   | <b>Monday Instruction</b>  |
| Week 8             |  |
| M Feb 26 Monday    | <b>Reaction Paper 6<br/>Quiz 3 Opens</b>   |
| Th Feb 29 Thursday |  |
| Week 9             |  |
| M Mar 04 Monday    | <b>Reaction Paper 7<br/>Quiz - PI Opens</b>  |
| Week 10            |  |
| M Mar 11 Monday    | <b>Reaction Paper 8</b>  |
| Week 11            |  |
| M Mar 18 Monday    | <b>Reaction Paper 9</b>  |
| Week 12            |  |
| M Mar 25 Monday    | <b>Reaction Paper 10</b>   |
| Week 13            |  |
| M Apr 01 Monday    | <b>Reaction Paper 11</b>   |
| Week 14            |  |
| M Apr 08 Monday    | <b>Reaction Paper 12</b>   |
| Week 15            |  |
| M Apr 15 Monday    | <b>Cultural Event<br/>Reaction Paper 13</b>  |
| W Apr 17 Wednesday | <b>Last Day of Class</b>   |
| Th Apr 18 Thursday | <b>Exam Preparation Day<br/>Final Exam Information Opens</b>                       |
| F Apr 19 Friday    | <b>Final Exam Day</b>  |
| Sa Apr 20 Saturday | <b>Final Exam Day<br/>Final Exam Information Closes<br/>Your Choice Assignment</b> |
| Week 16            |  |
| M Apr 22 Monday    | <b>Final Exam Day</b>  |
| Week 17            |  |
| T Apr 30 Tuesday   | <b>Quiz - PI Closes<br/>Quiz 2 Closes<br/>Quiz 3 Closes</b>                        |