

Instructor/TA Info

Instructor Information

Name: Kersti Spjut

Office Location: WSC 1517

Office Hours: Only By Appointment

Email: kersti_spjut@byu.edu

Course Information

Classroom Policies

- 1. Inclusivity:** Every individual who enters our learning space is considered a welcome and valued member of our group. In our classroom, your individual perspectives and experiences will be seen, heard, and valued. You are welcome to share them, if and when you feel comfortable doing so, and as they might be relevant to our class. No member of our classroom will ever be believed or expected to speak for all members of a group. In this class, your identity is valued and respected. You have the right to expect your name to be pronounced correctly. You have the right to expect us to use the appropriate pronouns to refer to you. You also have the right to correct us or adjust the way you want us to refer to you 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. Remember that although each of us are free to express ourselves in our class, we are responsible for the impact our words will have on others. As a group, we will work on holding each other accountable for inappropriate behavior or harmful 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 a multicultural orientation 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. However, I believe that it is important to remember that many factors will impact one's ability to attend class in person. Please contact me if accommodations need to be made to make class accessible to you. 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.

Please bear in mind that although we all wish the pandemic was over, it is not and COVID continues to spread. If you are sick or anyone in your household is sick, please stay home. Taking care of yourself is as important as what we will discuss in class. Protecting others from contracting COVID and other illnesses should also be a priority. I will always make class available via Zoom for students who cannot attend in person for health reasons.

- 5. Participation:** active participation in class discussions and activities will be an essential part of your growth and learning this semester. I understand that different cultural backgrounds and other factors 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/> (<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.

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, dependent on their openness and willingness to learn challenging information, students will have an increased awareness of the sociocultural and historical context of various populations and ways in which those contexts impact current systems of oppression. Students will also gain an 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.

Materials

Item	Price (new)	Price (used)
 <p><u>Counseling the Culturally Diverse 9e - Required</u> by Sue, D</p>	130.70	98.00

Learning Outcomes

Knowledge of diversity

Students will increase in multicultural competence (see published guidelines) and will specifically:

1. Demonstrate knowledge of variations in beliefs, traditions, and values across groups that differ by gender, race, socioeconomic status, ethnicity, sexual orientation, abilities, and age.

Treatment issues

2. Demonstrate knowledge of treatment issues with individuals from diverse backgrounds and demonstrate relevant skills through role-play.

Rights and responsibilities

3. Demonstrate knowledge of rights and responsibilities of clients, their families, and other professionals, as they relate to issues of diversity.

Characteristics and effects of the environmental milieu

4. Demonstrate knowledge of the characteristics and effects of the environmental milieu of the client and the family including cultural and linguistic diversity and socioeconomic background.

Ethical concerns

5. Demonstrate knowledge of ethical concerns related to assessment of and interventions with diverse populations.

Own cultural values, privileges, and biases

6. Exhibit awareness of their own cultural values, privileges, and biases and how these impact their professional responsibilities.

Effective multicultural communication skills

7. Demonstrate effective multicultural communication skills.

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%

Assignments

Assignment Descriptions

Cultural Heritage Reflection Paper

Mar
14

Due: Thursday, Mar 14 at 11:59 pm

Choose three objects that represent important aspects of your cultural heritage and framework. For each object, discuss the following:

1. What the object means to you.
2. What about this object captures important aspects of your cultural framework.
3. What about this object represents ways that you see the world.
4. What about your cultural framework impacts the work that you do? What parts of yourself do you incorporate in your work? How do you want to be mindful of their potential impact? In what ways to you need to challenge your framework to be an inclusive psychologist?

This paper should be 5-6 pages and in APA format for a student paper.

Group Presentation

Apr

Due: Monday, Apr 15 at 11:59 pm

15

a. 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 setting

In your presentation, you will cite sources to back up what you are presenting on. Refer to the rubric for more details.

Cultural activity and Report 1

Apr

19

Due: Friday, Apr 19 at 11:59 pm

1. 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 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 the activity to make sure to meet class standards.

a. You will write a brief 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?

Cultural activity and Report 2

Apr

19

Due: Friday, Apr 19 at 11:59 pm

1. 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 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 the activity to make sure to meet class standards.
 - a. You will write a brief 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?

Professionalism

Apr
19

Due: Friday, Apr 19 at 11:59 pm

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 even 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.

Community Activism Final Project

Apr
19

Due: Friday, Apr 19 at 11:59 pm

Consider the needs in your local community by identifying a population that has historically been marginalized or oppressed. If you are feeling stuck, consider a client you've worked with who faced structural challenges that you couldn't fully address in the therapy room. For this project, you are allowed (but not required) to choose a population you are personally a part of.

- Research what has been tried *in other communities* to address similar issues (25 points):

- List at least **3 organizations or individuals** that have attempted to address this issue outside of your local community, what they tried, and how successful it was (or whether success was measured).
 - What aspects of their work could transfer to your community?
 - What aspects of their work might not be as relevant in your community?
- Research what has already been done *in your local community* to support this population (25 points).
 - List at least **3 organizations or individuals** that have attempted to support this community, what they have tried, and how successful it has been (or whether success has been measured).
 - If possible, speak to someone directly engaged in this work and summarize their responses.
 - List **10 specific ways** that someone could contribute to this work.
 - Try to include a variety of commitment levels—actions that could be taken if someone has 5 minutes and no money as well as if someone has a lot of time and resources to give.
 - Take action (25 points): **Complete one action** from your above list to make a tangible difference in your local community and report on how it went.
 - In one to two paragraphs, **reflect on what you experienced** through your engagement in this activism research (25 points).

Community Activism Project.docx [Download \(plugins/Upload/fileDownload.php?fileId=b94c8016-0Mnw-8WIH-zFkT-sN0b51b51a8d&pubhash=G-98PL0Fnn62VU6h6hO82n7bjS7rxLNQnZrfe3zczCQM7fS1Nd4Y2SScocYtQgHpAJuAmsvNEDLZy3wWAwyQ_Q==\)](#)

Individual Report

Apr
19

Due: Friday, Apr 19 at 11:59 pm

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.

Point Breakdown

Categories	Percent of Grade
Professionalism	9.09%
Hot Topic Discussion and Report	36.36%

Activity	Percentage
Cultural Heritage Reflection Paper	18.18%
Cultural Activities and Report	18.18%
Final	18.18%

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 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, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

[equal-opportunity](#), for help.

Schedule

Date	In-Class Topics	Assignments/Readings Due
Week 1		
M Jan 08 Monday	Start of Classes Introduction Foundations of MC Counseling	
Week 2		
M Jan 15 Monday	Martin Luther King Jr Day	
Week 3		
M Jan 22 Monday	Multicultural Counseling and Therapy (MCT) Cultural Perspectives and Barriers	Readings: <ul style="list-style-type: none"> • CCD - Ch. 2: Multicultural Counseling and Therapy (MCT) • CCD - Ch. 3: Cultural Perspectives and Barriers
Week 4		
M Jan 29 Monday	Foundations 1: Understanding Privilege, Power, Microaggressions, etc.	Readings: <ul style="list-style-type: none"> • CCD - Ch. 4 : Microaggressions: Implications for Counseling and Psychotherapy • CCD - Ch. 5: Sociohistorical Privilege and Oppression: Implications for Counseling and Psychotherapy • Listen to this podcast episode: Race, Rupture, & Repair: https://www.verybadtherapy.com/episodes/episode-4-race-rupture-and-repair-with-dr-dana-stone
Week 5		
M Feb 05 Monday	Foundations 2: Understanding Privilege, Power, Microaggressions, etc.	Readings:
Week 6		
M Feb 12 Monday	Class canceled	Readings <ul style="list-style-type: none"> • CCD - Ch. 6: Racial, Ethnic, Cultural (REC) Identity Attitudes in People of Color: Counseling Implications • CCD - Ch. 7: White Racial Consciousness: Implications for Counseling and Psychotherapy
Week 7		

M Feb 19 Monday	Presidents Day	
T Feb 20 Tuesday	Monday Instruction Race 1: Race, Racism, and Whiteness	Readings:
Week 8		
M Feb 26 Monday	Race 2: Racial Identity Development + Clinical Applications Immigration	Readings: CCD - Ch. 19: Multicultural Counseling Contexts: Immigrants and Refugees
Week 9		
M Mar 04 Monday	Culturally Responsive Assessment Cultural Formulation Interview Individual and Contextual Dynamic Sizing	Readings: CCD - Ch. 11: Culturally Competent Assessment Roysircar 2014.pdf Download Leong et al 2020.pdf Download
Week 10		
M Mar 11 Monday	Gender 1 Body Diversity & Anti-Fat Bias	Readings: CCD - Ch. 22: Multicultural Counseling Contexts: Women Podcast: Women Don't Want to Work (starting at 6:05), link Article: Everything You Know About Obesity Is Wrong, link Danielsdottir et al., 2010.pdf Download
Th Mar 14 Thursday	Cultural Heritage Reflection Paper	
Week 11		
M Mar 18 Monday	Gender 2 LGBTQ+ 1	Readings: CCD - Ch. 20: Multicultural Counseling Contexts: LGBTQ Communities Podcast: What is Bi Erasure?, link
Week 12		
M Mar 25 Monday	LGBTQ+ 2 Spirituality and Religion	Readings: Reconciliation and Growth LGBTQ Guidelines.pdf Download APA Sexual Minority Guidelines 2021.pdf Download (pages 8-37) Podcast: Imagining a Four-Stage Church, link Podcast: What if a Loved One Insists I

		Podcast: What if a Loved One insists I Leave the Church?, link
Week 13		
M Apr 01 Monday	Spirituality & Religion part II Class and SES	Readings: CCD - Ch. 18: Multicultural Counseling Contexts: Marginalized Religious Communities CCD - Ch. 23: Multicultural Counseling Contexts: Individuals Living in Poverty
Week 14		
M Apr 08 Monday	Disability and Neurodiversity Hot Topic Presentations: Groups 1 and 2	Readings: CCD - Ch. 24: Multicultural Counseling Contexts: Individuals with Disabilities
Week 15		
M Apr 15 Monday	Hot Topic Presentations: Groups 3 and 4 Non-Western Healing Traditions Group Presentation	Readings: CCD - Ch. 9: Multicultural Evidence-Based Practice CCD - Ch. 10: Indigenous and Cultural Methods of Healing Among People of Color: Implications for Multicultural Counseling and Therapy (MCT)
Th Apr 18 Thursday	Exam Preparation Day	
F Apr 19 Friday	Final Exam Day Cultural activity and Report 1 Cultural activity and Report 2 Individual Report Professionalism Community Activism Final Project	
Week 16		
M Apr 22 Monday	Final Exam Day	