

CPSE 751: Counseling Multicultural and Diverse Populations
 Department of Counseling Psychology and Special Education (CPSE)
 Winter Semester, 2015

Class Meetings Wednesdays, 2:30pm – 5:00pm, 230 MCKB

Professor G. E. Kawika Allen, Ph.D.
 Office: 273 MCKB
 Phone: 801-422-2620
 E-mail: gekawika_allen@byu.edu
 Office Hours: Please email for appt.

Readings

- 1) Smith, T. B. (2004). *Practicing multiculturalism: Affirming diversity in counseling and psychology*. Boston: Allyn & Bacon. **Instructor will provide selected chapters.**
- 2) S&T Chapters (under review). **Instructor will provide selected chapters.**
- 3) Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients (APA)
<http://www.apa.org/pi/lgbt/resources/guidelines.aspx>
- 4) Guidelines on Multicultural Education, Training, Research, Practice, & Organizational Change for Psychologists (APA):
<http://www.apa.org/pi/oema/resources/policy/multicultural-guideline.pdf>
- 5) Guidelines for Psychological Practice with Older Adults (APA)
<http://www.apa.org/practice/guidelines/older-adults.pdf>
- 6) Guidelines for Psychological Practice with Girls and Women (APA)
<http://www.apa.org/practice/guidelines/girls-and-women.pdf>
- 7) Guidelines for Assessment of and Intervention with Persons with Disabilities
<http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx>
- 8) NASP
<http://www.nasponline.org/resources/culturalcompetence/index.aspx>

Course Objectives

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

1. Demonstrate knowledge of 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 communication).

Expectations

1. Students will attend every class and actively participate in discussions and activities. Late arrivals or early departures are inappropriate (unless otherwise discussed with and approved previously by professor).
2. Students will demonstrate respect for all class members and guest presenters.
3. Students will complete all assignments on time. Written reports (excluding weekly Reaction Papers) are expected to be typed, edited, spell-checked and written in APA style.

Grading Scale

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

Assignments

Completing Reading Assignments and Reaction Papers – 20%

I expect you to complete all of the assigned readings before class so that you will be fully prepared to engage in discussion with other classmates. You are required to ***email me*** (to reduce paper usage and increase faster response) a brief ***reaction*** paper (1 page - no more; double spaced) *before the beginning* of each class. The reaction paper is meant to facilitate your learning by addressing: (1) What ideas, concepts, or methods did you agree or disagree with or question – and what does your reaction teach you about yourself and others around you?; (2) How will you apply the concepts/methods of the chapter in your work?; (3) What concepts/methods will you teach and discuss during class?

LATE REACTION PAPERS WILL NOT RECEIVE CREDIT TOWARD THE GRADE (please do not ask for exceptions). An explicit purpose of the reaction papers is to help you effectively process the readings at an emotional level. Monitor your emotional reactions and learn from them. During class, ***at least one randomly selected student*** will report to the class for 5 minutes about at least one “application” (how to use the concepts in the readings), but each week all students will share “applications” based on readings as well as ask at least one question they had from the readings both in their small group discussions and during the larger class discussion time. ***Please take this time to discuss and interact with other classmates during group***

discussions very seriously. As a graduate trainee and future professional in your area, it is expected that you know how to present yourself, articulate your thoughts and feelings, and act appropriately and professionally around topics that are complex. This is a time for you to learn about yourself and from others.

Spiritual Thought – 10%

Each student will prepare and share a **15-20 minute Spiritual Thought** based on the principles of the gospel **related to Multicultural Perspectives**. A scripture, general conference talk, lds.org/mormonmessages.com videos, and any resource that you religiously and spiritually deem appropriate from the LDS Church resources can be used. As this is a culturally diverse course, religious diversity is also valued. Therefore, you may also choose to share a spiritual thought from other diverse religious denominations and faiths. If you choose to share a spiritual thought from another faith or spiritual outlet other than the LDS Church, please share with me first for approval before sharing it with the class on your assigned day. Some of you will be assigned the same day to share your spiritual thought, as there are more students than days in the course. One will share at the beginning of class and the other will share at the end. Also, for the day you are to share, you are also responsible for **offering the opening prayer** at the beginning of the class.

Date	Name
Jan. 14	Adrienne, Justin
Jan. 21	Mike, Rachel
Jan. 28	Kait, Louise
Feb. 4	Patrice, Christy
Feb. 11	Ofa, Yoko
Feb. 18	Adam, Mike
Feb. 25	Tina, Betsy
Mar. 4	Amy B.,
Mar. 11	Max, Sanam
Mar. 18	Jessica, Tracy
Mar. 25	Kim, Laurie
Apr. 1	Hannah, Amy S.
Apr. 8	Rachel, Krystine
Apr. 15	Stevie

Multicultural Presentation – 20%

Each of you will conduct a **30-40 minute presentation** as well as lead a class discussion on a U.S. diverse topic/population listed for our course related to your field (i.e., CP, SP, AA). Previous classes have found it beneficial to invite a guest presenter who has experience working with diverse topics/populations. Discussions should focus on applications of principles from the readings and the calendar list from our course. You will also write a paper (included with the presentation) delineating this topic/population in the following areas: (1) history of this topic/group in the U.S., (2) common issues and struggles of this U.S. diverse topic/population in ***your field*** and society as a whole, (3) current strategies for improvement, multicultural knowledge, and diversity education of this U.S. diverse topic/population in ***your field***, and (4) how can YOU and your classmates looking forward improve/help the issues in ***your field*** that

this diverse topic/population faces in the U.S. Again, there just aren't enough days and topics for all the students enrolled in this class. Some of you will be assigned the same day to present your U.S. diverse topic/population. In order for everyone to have an opportunity to present, I suggest some of you team-up and present together. I need to know today what you will present and with whom you will be matched.

In addition, please write a double-spaced 5-8 page paper in New Times Roman format, 12 Font, and in APA style throughout, including citations in the body of the text as well as the reference list. There is no limit or required number of citations. I expect you to use enough references to be able to thoroughly describe your U.S. diverse topic/population. Three references are not enough and 30 references are probably too much for a 5-8 page paper. Like your presentation outline above, you may want to also follow the same outline for your paper.

Important Reminder:

PLEASE keep in mind that this multicultural exercise is not intended to reinforce stereotypes. **BE** mindful of certain stereotypes, biases, assumptions, and prejudices that we may have about certain diverse topics/groups, and to address them as stereotypes and not necessarily the overall situation or view of that topic/culture. **REMEMBER**... there are ***always*** within-group differences in each topic, culture, and population. **BE** clear about this mental framework throughout your presentation and paper. The culture does not define each individual's unique experiences as a human being; however, for best practices in our fields, there are **guidelines** to consider when engaging in dialogue with others who are different from us, as well as diverse topics that may differ from our beliefs.

Below are some examples (but not exhaustive) of U.S. diverse topics/populations found in our course. Please refer to the schedule below to choose a topic/population and day to present:

Race/Ethnicity

Polynesian American

African American

Native American

Latinas/os

Asian American

Arab American

International/Immigration

Gender Topics/Issues

Sexual Orientation

Disability

Socioeconomic Status & Classism

Privilege, Power (i.e., White Privilege)

Religious Discrimination/Oppression, Internalized Religious Discrimination (e.g., Self-Hatred)

Below are dates and topics to present:

Date	Name	U.S. Diverse Topic/Population
Jan. 21	Laurie, Betsy	SES and Classism
Jan. 28	Yoko, Ofa	Polynesian Americans

Feb. 4	Christy, Rachel T	Abilities/Disabilities
Feb. 4	Amy S and Adrienne	Ageism/Elderly
Feb. 11	Sanam	Sexual Orientation
Feb. 11	Kait	Gender
Feb. 18	Tracy	African Americans
Feb. 25	Kim, Krystine	Asian Americans
Feb. 25	Hannah, Patrice	Intercultural Communication
Mar. 4	Stevie	Native American Indians/Alaska Natives
Mar. 4	Max	Multicultural Skills
Mar. 11	Randall	Religious and Spiritual Diversity
Mar. 11	Justin	Arab Americans
Mar. 18	Tina, Louise	Latino(a) Americans/Latinos
Mar. 25	Jessica	Immigrants
Apr. 1	Mike	Multiracial Identity
Apr. 8	Adam	Power and Privilege
Apr. 8	Rachel P and Amy B	Religious Discrimination/Oppression

Participation in Campus Activities/Clubs – 10%

During Winter semester, BYU sponsors several multicultural/international events relative to the content of this class. Students will participate in at least 2 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).

You will write a 2-page paper describing what you learned about at the cultural/international events you attended. Please also share what moved/touched you about the cultural event and how the culture can positively enhance our world. Be aware of certain stereotypes that may or may not be confirmed when attending this event and share them in your paper. This is due on the last day of classes, before finals week.

Class Participation – 10%

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. If you do not actively participate in class, I can only assume that you did not come prepared for class. 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).

Final Examination – 30%

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 hand-written, in essay format, and taken on the assigned final exam day.

Date	Reading/Assignment	Topic
Jan 7	APA/NASP materials	Introductions/Course overview and expectations Defensiveness Sensitivity and Awareness Multicultural Foundations
Jan 14	Ch. 1, 2 Elder Morrison	Practicing Multiculturalism Multicultural Context of Mental Health Applied religious teachings
Jan 21	Ch. 15 Ch. 7	Socioeconomic Status & Classism Children of Color and their Families
Jan 28	Allen papers Conceptual Paper Ch. 16	Polynesian Americans Understanding individuals in their context
Feb 4	APA/NASP guides Ch. 6	Abilities/Disabilities, Ageism/Elderly Contextual Assessment
Feb 11	APA Guidelines	Sexual Orientation, Gender
Feb 18	Ch. 8	African Americans
Feb 25	Ch. 4 Ch. 10	Intercultural Communication Asian Americans
March 4	S&T 4 & 5 Ch. 11	Multicultural Skills; Cultural Adaptations Language and Bi-lingual issues Native American Indians/Alaska Natives
March 11	Ch. 12, 14	Arab Americans Spiritual and Religious Diversity &
March 18	Ch. 9	Latino(a) Americans
March 25	Ch. 13	Immigrants, Global psychology
April 1	Ch. 3, S&T 7	Awareness and Racial/Ethnic Identity Multiracial Identity
April 8	Ch. 5; S&T 2 & 3	Power, Social Structure, and Activism Structural inequalities; institutionalisms

	Allen et al	Religious Discrimination/Oppression
April 17-22	Exam Week	See exam date for our class

BYU Honor Code:

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

Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Harassment:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact BYU's Equal Opportunity Manager at 801-422-5895 or email [sue_demartini@byu.edu]; or contact BYU's Honor Code Office at 801-422-2847. The Honor Code Office is located in 4440 WSC.

Students with Disabilities:

Brigham Young University and I are personally committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact me at the beginning of the semester, as early as possible, to ensure adequate prevention and intervention efforts to ensure a positive learning experience. You may also contact the University Accessibility Center (UAC; 801-422-2767). They have an Internet site describing their services and contact information [<https://uac.byu.edu/>]. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You may contact the Equal Employment Office in the ASB. They can be reached phone at 801-422-6878 or you can visit their offices in the ASB: D-282, D-292, D-240C.

Academic Honesty Policy:

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

Plagiarism Policy:

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

Respectful Environment Policy:

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

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

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