

CPSE 751: Counseling Multicultural and Diverse Populations

Brigham Young University, Dept. of Counseling Psychology and Special Education
Spring Term, 2016

Location and Time: 160 MCKB, Tuesday & Thursday 4PM – 6:30PM
Instructor: Timothy B. Smith, Ph.D.
Office Hours: Tuesday & Thursday 1-2PM and by appointment
Contact Information: Office phone: 422-1311; Office: 340-N MCKB; TBS@byu.edu

Required Texts: 1) Smith, T. B. (2004). *Practicing multiculturalism: Affirming diversity in counseling and psychology*. Boston: Allyn & Bacon.

2) NACADA website Clearinghouse: Academic Advising Resources

(a) Student Retention

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Retention-related-articles.aspx>

(b) Cultural and Ethical Issues

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Values-and-culture-in-ethical-decision-making.aspx>
<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Cultural-Issues-in-Advising.aspx>

(c) Advising At-Risk Students

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Resources-to-Aid-in-Advising-At-Risk-Students.aspx>

(d) Advising Specific Populations

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Student-Populations-Index.aspx>

(e) Advising Underprepared Students

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Underprepared-students-resource-links.aspx>

(f) Advising Working Students

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Working-Students-Resource-Links.aspx>

(g) Advising Students on Probation

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Students-on-probation-resource-links.aspx>

(h) Working with Multicultural Student Services on Campus

<https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Collaboration-between-academic-advising-units-and-multicultural-offices.aspx>

(i) International Students <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/International-students-resource-links.aspx>

3) ACA Multicultural Competencies

http://www.counseling.org/resources/competencies/multicultural_competencies.pdf

Course Content: This course is designed to increase multicultural knowledge, skills, and awareness based on published multicultural competencies.

Methodologies/Teaching Strategies: Classes will include group discussion, small group work, service learning, and experiential learning.

Course Objectives:

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

1. Demonstrate knowledge of variations in experiences, beliefs, traditions, and values across groups that differ by gender, race, socioeconomic status, ethnicity, sexual orientation, age, religion, and physical, perceptual, and cognitive abilities.
2. Demonstrate knowledge of individuals from diverse backgrounds and demonstrate relevant skills through role-play and work reports.
3. Demonstrate knowledge of the influence of the environmental milieu on individuals, including cultural and linguistic diversity and socioeconomic background.
4. Demonstrate knowledge of ethical concerns related to diverse populations.
5. Exhibit awareness of personal cultural values, privileges, and biases and how these impact professional practices.
6. Demonstrate effective multicultural skills (e.g., cross-cultural communication).

Expectations:

1. Students will adhere to the BYU Honor Code.
2. Students will attend every class and actively participate in discussions, activities, and service/experiential learning. Late arrivals or early departures are inappropriate.
3. Students will demonstrate respect for all class members and guest presenters.
4. Students will complete all assignments on time. Written reports are expected to be typed, edited, and spell-checked.

Evaluation:

A	94-100%	A-	90-93%	B-	80-82%	Grades below 72%
B+	87-89%	B	83-86%	C	73-79%	are considered failing

Assignments:

Completing Reading Assignments and Reaction Papers – 15%

I expect you to complete all of the assigned readings before class so that you will be fully prepared to consult with me and with classmates about the most challenging issues. You are required to turn in (via email) a brief reaction paper (1-2 pages) by 2PM each day of class. The reaction paper is meant to facilitate your learning by addressing: (1) What ideas, concepts, or methods did you disagree with or question – and what does your reaction teach you about yourself?; (2) How will you apply the concepts /methods of the chapter in your work?; (3) What concepts/methods will you teach and discuss during class? 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 informally share “applications” based on readings and ask at least one question in small groups.

Class Discussion on an In-depth Topic – 10%

You will prepare detailed questions and answers/information for a 30-60 minute class discussion. Please invite a guest presenter or show video clips to facilitate the depth of this discussion. Discussions should focus on applications of principles from the text, with a list of example topics being distributed in class.

Participation in Campus/Community Activities/Clubs – 3%

During Spring term, BYU and local communities sponsor several events relative to the content of this class. Students will participate in at least one of these events. 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). And see the Kennedy Center events (kennedy.byu.edu) and multicultural student services events (multicultural.byu.edu).

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 (non-defensive). 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 (documented medical conditions exempt).

Final Examination – 8%

Students will respond to 10 open-ended essay questions and case scenarios to demonstrate retention of learning.

External/Experiential Activities and Documentation of Multicultural Competence (Portfolio) – 54%

The field has endorsed published Multicultural Competencies (MCC), which are the learning objectives of this course. You are required to (1) evaluate yourself with respect to the MCC at the beginning and end of the class (see Chpt 1 of the text), (2) increase your MCC through activities you implement over the course of the class, and (3) demonstrate your proficiency relative to each of the competencies in a final portfolio. Because applied experience is the best form of learning, you are required to complete 2 - 5 experiential activities that you design to meet your current weaknesses in the MCC. Activities will be worth 1 - 3 points, based on the amount of effort/time required to complete each one (approximately 3 hours of work = 1 point). A total of 6 points are required. Suggested activities are listed below. You must complete a service learning activity (listed first) and then 1-4 different activities toward the completion of the 6 required points. *You should design your own activities based on your MCC self-assessment and then seek instructor approval/feedback.* To receive credit for completing an activity, provide a brief oral summary of the activity in class (what you learned from doing it) and a brief written summary (1 page) in your portfolio that includes contact information (phone or email) for those individuals who observed your activity. *The final portfolio should contain descriptions of your work regarding each of the MCCs. Students' are responsible for demonstrating competence in each of the MCCs through documented activities.* Example portfolio outlines will be provided, but students may generate their own format based on existing MCC.

Service Learning Activity (required, 1–3 points)

Locate an organization or group of people in the community who represent some aspect of diversity and who is need of a service that you can provide. (For ideas, see <http://yserve.byu.edu/> then click on community service or see lists at <http://www.unitedwayuc.org>). Provide 3 to 9 hours (1-3 points) of face-to-face time with that group in meaningful service (to prevent superficial “drive-by serving” and maximize depth/meaningfulness, all hours must be spent with the same group/person). Write a description of the ways in which the experience increased your multicultural competence and briefly share your experiences/learning in class.

Examples of Service Learning Activities

- Assist the BYU Multicultural Student Services with preparations for the SOAR program
- Working in a homeless shelter (Provo, West Jordan, Midvale, Salt Lake City) or at the Utah AIDS Foundation
- Working at a center serving unemployed individuals or at a youth correctional facility

Example Activities to Enhance Multicultural Self-Awareness (1 point required, 2 points optional)

- 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 (optional 1 point)

- Watch documentaries (relevant to education/well-being) about diverse groups of people. Write a thoughtful analysis, synthesizing class content and demonstrating applications to your work.
- Conduct interviews with respected advisors 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 (1 point required, up to 3 points optional)

- Request experiences in your office with specific populations or programs; implement the feedback you receive. Document skills acquired and several areas for future growth.
- Watch videotapes of effective multicultural counseling. Use those techniques in your work. Document growth.
- Organize an office/community event promoting cultural understanding/anti-racism. Document skills acquired.
- Promote student retention among at-risk students. Document skills developed.

Date	Reading/Assignment	Topic
Apr 26	NACADA b	Diversity & defensiveness Multicultural Foundations
April 28	Ch 1 Oaks, Morrison Personal Readings	Practicing Multiculturalism Principles of Multiculturalism Applied religious teachings
May 3	Ch. 15 Ch. 16 NACADA e	Socioeconomic Status & Classism Intersections of Diversity/Relationism Underprepared students
May 5 (Cinco de Mayo)	NACADA f Ch. 6	Working students; Ageism; Disabilities Contextual Assessment
May 10	NACADA d, Musser Personal Readings	Sexual Orientation; Gender; Sexism
May 12	Ch. 8, 10 NACADA b, d	African Americans, Asian Americans Pacific Islanders
May 17	Ch. 5; NACADA a,h Personal Readings	Power, Social Structure, and Activism Structural inequalities; institutional isms <i>Change Game</i>
May 19	Ch. 4 NACADA g	Video: <i>Color of Fear</i> Intercultural Communication Students on probation
May 24	S&T 5; NACADA c Personal Readings	Multicultural Skills; Adapting for At-Risk Language and Bi-lingual issues
May 26	Field Experiences TBD	
May 31	Ch. 11, 12, 14 NACADA d	Native American Indians/Alaska Natives Arab Americans Spiritual and Religious Diversity
June 2	Ch. 9, 13 NACADA d, i Personal Readings	Latino(a) Americans; Immigrants Specific Populations International Students
June 7	Ch. 3 McIntosh Personal Readings	Awareness and Racial/Ethnic Identity Privilege and power, part 2
June 9	Presentations: <i>Experiential Reports</i>	
June 16	Final Exam 5-6:50PM	

Preventing Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX 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 any university employee in a teaching, managerial, or supervisory role to report incidents of Sexual Misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at titleix.byu.edu.

Supporting Students with Disabilities

Brigham Young University and I are both 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, 2170 Wilkinson Student Center (WSC). 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.