

CPSE 751: Counseling Multicultural and Diverse Populations

Brigham Young University, Dept. of Counseling Psychology and Special Education
Spring Term, 2018

Location and Time: 359 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) Proactive Advising and Undocumented Students

<https://www.nacada.ksu.edu/Resources/Clearinghouse/Working-with-Undocu-Dreamer-and-Immigrant-Students-Index.aspx>

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Proactive-intrusive-advising-resource-links.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; 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 – 13%

Students will complete all assigned readings before class so that you will be fully prepared to consult with me and with classmates about the most challenging issues. Students will turn in (via email) a brief reaction paper (1 page) by 2:30PM 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 30-50 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 Events/Activities/Clubs – 3%

During Spring term, BYU and local communities sponsor many events relative to the content of this class. Students will participate in at least one event. For information on BYU cultural/service clubs, see <http://clubs.byu.edu> or <http://byusa.byu.edu/> Document participation as part of your portfolio (see below). For example, 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 3% of their grade for every class missed (documented medical conditions exempt).

Current events and social media sharing – 4% (2 x 2% each)

Students will twice share with the class a video/website/news pertinent to the topics of this class.

Field experience during a designated class period – 2%

Students will engage with community members to practice multicultural competence (and include in their portfolio).

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) – 50%

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 increase in MCCs. 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.
- Work to change your office policies to be more inviting/inclusive. Document steps taken.

Date	Reading/Assignment	Topic
May 1, 2018	NACADA b	Diversity & defensiveness Multicultural Foundations
May 3	Ch 1 Oaks, Morrison Personal Readings	Practicing Multiculturalism Principles of Multiculturalism Applied religious teachings
May 8	Ch. 15 Ch. 16 NACADA e	Socioeconomic Status & Classism Intersections of Diversity/Relationism Underprepared students
May 10	NACADA f Ch. 6	Working students; Ageism; Disabilities Contextual Assessment
May 15	NACADA d, Musser Personal Readings	Sexual Orientation; Gender; Sexism
May 17	Ch. 8, 10 NACADA b, d	African Americans, Asian Americans Pacific Islanders
May 22 (5PM start)	Ch. 4 NACADA g, h	Intercultural Communication Students on probation
May 24	Ch. 5; NACADA a Personal Readings	Power, Social Structure, and Activism Structural inequalities; institutional isms <i>Change Game</i>
May 29	S&T 5; NACADA c Personal Readings	Multicultural Skills; Adapting for At-Risk Language and Bi-lingual issues
May 31	Ch. 11, 12, 14 NACADA d	Native American Indians/Alaska Natives Arab Americans Spiritual and Religious Diversity
June 5	Ch. 9, 13 NACADA d, i Personal Readings	Latino(a) Americans; Immigrants Specific Populations International Students
June 7	Field Experiences TBD	
June 12 (4:30PM start)	Ch. 3 McIntosh Personal Readings	Awareness and Racial/Ethnic Identity Privilege and power, part 2
June 14 June 21	Final Exam 5-6:50PM	Presentations: <i>Experiential Reports</i>

University Policies

Respect for Others and for the University Honor Code

All BYU students are expected to treat their peers, professors, personnel, clients, etc. with respect, especially when opinions differ. Class discussions should demonstrate respect for all individuals involved. Respect and other principles for maintaining a healthy campus environment are found in BYU's Honor Code, <https://policy.byu.edu/view/index.php?p=26>

Responding to and Reporting Sexual Harassment and Related Misconduct

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, you have several options of how to report or voice your concerns. You could talk with your professor; contact BYU's Equal Opportunity Manager at 801-422-5895 or email sue_demartini@byu.edu. Refer to this website for additional information about sexual misconduct: <https://policy.byu.edu/view/index.php?p=155> Other options include calling or visiting with Tiffany Turley, who serves as the university's Title IX coordinator. Office 1085 WSC; 801-422-7256; tiffany_turley@byu.edu You may also call or visit with Lisa Leavitt, BYU's full-time advocate for survivors of sexual assault. If you wish to speak with someone confidentially about an incident of sexual assault or abuse, contact Lisa Leavitt: lisa_leavitt@byu.edu; advocate@byu.edu; or call 801-422-9071. Lisa's office is located in 1500 WSC on the BYU campus.

Services for Students with Disabilities

Brigham Young University and I are committed to providing a working/ learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact me as early as possible, to ensure adequate prevention and intervention efforts to provide a positive learning experience. You may also contact the University Accessibility Center (UAC; 801-422-2767). See their Internet site [<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 by phone at 801-422-6878 or 801-422-5895.

Laptop Computer/Electronics Use

Electronics and internet access can enhance student learning if they are used for that purpose. Full and effective participation in discussions and experiential activities is essential for learning and success and components of course grades. Students are expected to use phones, computers, and all other electronic devices to enhance learning and to refrain from distracting themselves or others during class.