

Instructor/TA Info


Instructor Information

Name: Louise Wheeler

Email: louise_wheeler@byu.edu

Course Information

Materials

Item	Price (new)	Price (used)
 Counseling the Culturally Diverse - <i>Required</i> by Sue	130.00	97.50

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%

C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Assignments

Assignment Descriptions

Intersection of Identities Activity (in class)

Jan
09

Due: Wednesday, Jan 09 at 11:59 pm

This activity will be completed in class. You do not need to turn it in. It will be graded based on participation (if you were in class or not). Please keep it for future activities.

Weekly Reflection 1

Jan
22

Due: Tuesday, Jan 22 at 11:59 pm

You will submit a brief (one-page single spaced max) journal entry every Tuesday night (due at midnight). You are highly encouraged not to wait for the last minute to start working on those, but to type up thoughts and reactions as they come to you while doing the readings, completing assignments, or sitting in class, as the week goes. Feel free to use bullet points or other simple formats to complete these assignments. The goals of the weekly reflections are as follows:

- To reflect on what you learned that week (in class, in the readings, while out in the world)
- To express thoughts and reactions that you wished you had expressed in class but didn't
- To ask questions
- To reflect on changes in your own awareness or skills
- to mention anything that you want to highlight about your experiences with topics related to the class

The weekly reflections will NOT be graded on content, but on completion and effort put in the assignment (e.g., if you made an effort to reflect on specific events or content from class material; if you wrote something different than the previous week; etc.)

Weekly Reflection 2

Jan
29

Due: Tuesday, Jan 29 at 11:59 pm

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Weekly Reflection 3

Feb
05

Due: Tuesday, Feb 05 at 11:59 pm

You will submit a brief (one-page single spaced max) journal entry every Tuesday night (due at midnight). You are highly encouraged not to wait for the last minute to start working on those, but to type up thoughts and reactions as they come to you while doing the readings, completing assignments, or sitting in class, as the week goes. Feel free to use bullet points or other simple formats to complete these assignments. The goals of the weekly reflections are as follows:

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Professional competence self-assessment

Feb
06

Due: Wednesday, Feb 06 at 11:59 pm

Read through your professional organization's multicultural guidelines and competences and identify those that you feel you have started practicing. Explain ways that you have used those in your work. Identify three additional competences on the list that you would particularly like to focus on this semester. Explain why.

Weekly Reflection 4

Feb
12

Due: Tuesday, Feb 12 at 11:59 pm

You will submit a brief (one-page single spaced max) journal entry every Tuesday night (due at midnight). You are highly encouraged not to wait for the last minute to start working on those, but to type up thoughts and reactions as they come to you while doing the readings, completing assignments, or sitting in class, as the week goes. Feel free to use bullet points or other simple formats to complete these assignments. The goals of the weekly reflections are as follows:

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Weekly Reflection 5

Feb
19

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Implicit Bias Test 1

Feb
20

Due: Wednesday, Feb 20 at 12:00 pm

Complete the Implicit Bias Test (<https://implicit.harvard.edu/implicit/selectatest.html>) about Race. Write a brief report (two to three paragraphs, double-spaced) about your experience taking the test and seeing your results.

Weekly Reflection 6

Feb
26

Due: Tuesday, Feb 26 at 11:59 pm

You will submit a brief (one-page single spaced max) journal entry every Tuesday night (due at midnight). You are highly encouraged not to wait for the last minute to start working on those, but to type up thoughts and reactions as they come to you while doing the readings, completing assignments, or sitting in class, as the week goes. Feel free to use bullet points or other simple formats to complete these assignments. The goals of the weekly reflections are as follows:

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Implicit Bias Test 2

Feb
27

Due: Wednesday, Feb 27 at 11:59 pm

your results.

Weekly Reflection 7

Mar
05

Due: Tuesday, Mar 05 at 11:59 pm

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Weekly Reflection 8

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Implicit Bias Test 3

Mar
13

Due: Wednesday, Mar 13 at 12:00 pm

Complete the Implicit Bias Test (<https://implicit.harvard.edu/implicit/selectatest.html>) about Arab-Muslim. Write a brief report (two to three paragraphs, double-spaced) about your experience taking the test and seeing your results.

Weekly Reflection 9

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Weekly Reflection 10

Mar
26

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Cultural Awareness Project

Mar
27

Due: Wednesday, Mar 27 at 11:59 pm

SELF AWARENESS: Cultural Self-Study (From Model instructions for the conduct of self-study Weigl, R., *International Journal of Intercultural Relations*; Vol. 33, No. 4).

Using material introduced in readings and class complete the steps of the cultural self-study described below. You may follow the steps as listed, or combine them into your own narrative format. Completed reports should not exceed 2400 words or about ten typed pages. Try to focus on the ways that you, your family, and your important groups represent larger, more inclusive cultural and co-cultural realities. Your work will be evaluated on the basis of the variety of concepts you use appropriately and evidence that you have made a genuine effort to deal with tasks which require some very deep reflection. No student, however, should in any way feel compelled to share information that she or he believes is private or personal. Keep in mind, though, that a degree of discomfort with this project is normal, as it requires making explicit things that usually remain implicit, automatic, and wordless—like how you drive a car or greet a stranger visiting your home. Many students have found this exercise, no matter how difficult, provides a very powerful and useful form of self-discovery. It is

It is strongly recommended that you read the chapters in McGoldrick, Giordano, and Garcia-Preto (Eds.) *Ethnicity and Family Therapy 3rd Edition* (2005) relevant to your own cultural origins. As you do this you should keep in mind that some of us still clearly retain and express, at least in some settings, national cultural origins—most often those of immigrant predecessors. Some of us, however, are “hybrids”—our cultural automaticities have emerged from a combination of cultural traditions. Many of these traditions are not identifiable through use of any label like “Italian”, “German”, or “Korean”, etc. The origin of our cultural patterns may be very regional, international, or idiosyncratic.

1. Historical roots and longstanding memberships. Describe historical antecedents, which, even if nearly forgotten, still covertly influence thought, feelings, and behavior in your family. Consider immigrant beginnings and migration history, critical past experiences, valued traditions, characteristic likes and dislikes, views of persons of different ethnic and social groups. Think of institutions, religious and other affiliations, and social class memberships critical in shaping you.
2. Beliefs, values, and world views. What spoken, articulate beliefs were important as you grew up and what ones are important to you now? What other critical values, norms, and worldviews were much more taken-for-granted?
3. Settings and scripts important in your socialization. Describe four behavior settings and the characteristic scripts they supported—ones you believe were very influential or representative of cultural forces that shaped you. Describe the settings and their scripts in as vivid terms as possible, then note their significance. You might focus on a family context like a meal, family gatherings for a special events, participation in a peer group or team, a classroom, a neighborhood, a setting in nature important to you; or other settings.
4. Group experiences. How did your family function as a group? How were authority and affection managed? What did your family communicate about the relative importance of autonomy and interdependence? How did your family prepare you for operating in groups outside your family? Did you develop favorable or unfavorable attitudes about being a group member? What non-family groups were very important in shaping you? How were you taught to define in-groups and out-groups?
5. Personal characteristics rewarded by your culture(s) What concepts of gender role and of age grading influence you most? What aspects of personhood are most valued in the traditions from which you have emerged and to what extent do you embody these preferences? How is your concept of who you are influenced by social class factors (e.g. education and income of your family)? What particular skills do you use and display which are part of the expected, taken-for-granted accomplishments of people of your cultural groups? (Please note, cultural of origin influences are still present when you actively choose to act in opposition to these influences.)
6. The Scripting of your personhood. What sign equipment do you display that assists others in assigning you to some cultural category? What is your characteristic cultural choreography: that is, what is your characteristic movement style, tempo, kinesics, proxemics, and style of facial display? What motives and emotions do you display most comfortably and frequently? Are there ones you clearly were taught to suppress? What of your speech patterns? Do you have any accent or speech style that identifies you with particular origins? Are you more direct or indirect in expressing yourself? With what sort of people or situations do you synchronize most easily and comfortably.
7. Overview of your cultural programming. How cultural are you? Do you find cultural influences emerge more strongly in some life settings than in others? What ethnic or cultural identity did you have prior to this self-study? Has your identity in this regard been changed through self-study? To what extent were you previously forced to define your culture because you had to deal with cultural labels, accurate or inaccurate, which others ascribed to you? To what extent do you believe your interests are served by separating from or instead more strongly joining the culture or cultures critical in shaping you?

Implicit Bias Test 4

Mar
27

Due: Wednesday, Mar 27 at 11:59 pm

Weekly Reflection 11

Apr
02

Due: Tuesday, Apr 02 at 11:59 pm

You will submit a brief (one-page single spaced max) journal entry every Tuesday night (due at midnight). You are highly encouraged not to wait for the last minute to start working on those, but to type up thoughts and reactions as they come to you while doing the readings, completing assignments, or sitting in class, as the week goes. Feel free to use bullet points or other simple formats to complete these assignments. The goals of the weekly reflections are as follows:

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Weekly Reflection 12

Apr
09

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Implicit Bias Test 5

Apr
10

Due: Wednesday, Apr 10 at 12:00 pm

Complete the Implicit Bias Test (<https://implicit.harvard.edu/implicit/selectatest.html>) about Sexuality. Write a brief report (two to three paragraphs, double-spaced) about your experience taking the test and seeing your results.

Weekly Reflection 13

Apr
16

Due: Tuesday, Apr 16 at 11:59 pm

are highly encouraged not to wait for the last minute to start working on those, but to type up thoughts and reactions as they come to you while doing the readings, completing assignments, or sitting in class, as the week goes. Feel free to use bullet points or other simple formats to complete these assignments. The goals of the weekly reflections are as follows:

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Multicultural Event 1

Apr
17

Due: Wednesday, Apr 17 at 11:59 pm

You will attend an activity organized by a group or organization that you are not a member of or affiliated with. A list of ideas and organizations will be provided to you in class.

You will write a 3 pages report about your experience attending the event. Your report should include:

1. A description of what you did and the organization throwing the activity
2. A description of how the activity stretched you, what you learned, what was challenging for you
3. What call to action emerged for you after you attended the activity?

Growth and Competence Self-Assessment

Apr
17

Due: Wednesday, Apr 17 at 11:59 pm

For this assignment, you are expected to reflect on your progress and growth this semester. Using what you wrote about in your self-assessment at the beginning of the semester, write between one and two pages (double spaced) about ways that you have learned and grown this semester (10 points), and what you envision your future growth as a multiculturally competent professional to continue to look like in the future (10 points)

Multicultural Activity 2

Apr
17

Due: Wednesday, Apr 17 at 11:59 pm

You will attend an activity organized by a group or organization that you are not a member of or affiliated with. A list of ideas and organizations will be provided to you in class.

You will write a 3 pages report about your experience attending the event. Your report should include:

1. A description of what you did and the organization throwing the activity
2. A description of how the activity stretched you, what you learned, what was challenging for you
3. What call to action emerged for you after you attended the activity?

Hot Topic Presentation

Apr
17

Due: Wednesday, Apr 17 at 11:59 pm

Hot Topic Discussion and Report: This assignment will be completed in two parts:

topic to do a 20 to 30 minutes presentation on. Guidelines regarding the topic chosen are as follow:

- The presentation must address a current event affecting a specific 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

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

- 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 your perspective on the issue presented on changed. The report should be 3 pages long, double spaced, APA format.

Attendance and participation

Apr
24

Due: Wednesday, Apr 24 at 11:59 pm

Final

Apr
26

Due: Friday, Apr 26 at 11:59 pm

Point Breakdown

Categories	Percent of Grade
Cultural Awareness Portfolio	29.21%
Presentation	22.47%
Weekly Reflections	14.61%
Attendance and Participation	11.24%

Cultural Activities and Reports

11.24%

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

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint 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 Misconduct, including the university's Victim 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 Misconduct 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. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Schedule

Date	Column 1	Column 2
Week 1		
W Jan 09 Wednesday	Introduction to Course and Foundations of Multicultural Counseling Intersection of Identities Activity (in	

W Jan 16 Wednesday	NO CLASS	
Week 3		
M Jan 21 Monday	Martin Luther King Jr Day	
T Jan 22 Tuesday	Weekly Reflection 1	
W Jan 23 Wednesday	Systemic Oppression, in and Outside of the Therapy Room	
F Jan 25 Friday		
Week 4		
T Jan 29 Tuesday	Weekly Reflection 2	
W Jan 30 Wednesday	Barriers to Multicultural Counseling Implicit Bias	
Week 5		
T Feb 05 Tuesday	Weekly Reflection 3	
W Feb 06 Wednesday	Evidence Based Multicultural Counseling Non-Western Methods of Healing Spirituality and Religion Professional competence self-assessment	
Week 6		
T Feb 12 Tuesday	Weekly Reflection 4	
W Feb 13 Wednesday	Race: Racial Identity Development and Implications for Counseling White Identity and White Privilege	
Week 7		
M Feb 18 Monday	Presidents Day	
T Feb 19 Tuesday	Monday Instruction Weekly Reflection 5	
W Feb 20 Wednesday	Counseling African Americans Transgenerational Trauma Implicit Bias Test 1	
Week 8		
T Feb 26 Tuesday	Weekly Reflection 6	
W Feb 27 Wednesday	Counseling Native Americans/American Indians and Alaska Natives Counseling Asian Americans and Pacific Islanders	

T Mar 05 Tuesday	Weekly Reflection 7	
W Mar 06 Wednesday	Counseling Latinx Race-Related Stress and Racial Battle Fatigue	
Week 10		
T Mar 12 Tuesday	Weekly Reflection 8	
W Mar 13 Wednesday	Counseling Arab Americans and Muslim Americans Implicit Bias Test 3	
Week 11		
T Mar 19 Tuesday	Weekly Reflection 9	
W Mar 20 Wednesday	Counseling Immigrants and Refugees Counseling Jewish Americans	
Week 12		
T Mar 26 Tuesday	Weekly Reflection 10	
W Mar 27 Wednesday	Ableism, Ageism, Classism Cultural Awareness Project Implicit Bias Test 4	
Week 13		
T Apr 02 Tuesday	Weekly Reflection 11	
W Apr 03 Wednesday	Gender Issues and Counseling Women	
Week 14		
T Apr 09 Tuesday	Weekly Reflection 12	
W Apr 10 Wednesday	LGBTQ+ Issues In Counseling Implicit Bias Test 5	
Week 15		
T Apr 16 Tuesday	Weekly Reflection 13	
W Apr 17 Wednesday	Culturally Competent Assessment Wrap up process Growth and Competence Self-Assessment Hot Topic Presentation Multicultural Activity 2 Multicultural Event 1	
Week 16		
T Apr 23 Tuesday		

W Apr 24 Wednesday	Final Exam: 283 MCKB 11:00am - 2:00pm Attendance and participation	
F Apr 26 Friday	Final	
Week 17		
T Apr 30 Tuesday		