



Multicultural Counseling

PSY 6506/COU 6506 |

Total Credit Hours: 3 Lecture

Classroom:

Day/Time:

Instructor

Course Description

This course is designed to provide a broad understanding of societal changes and trends, different cultures, and ethnic groups that can be useful in developing and implementing strategies tailored to meet the special needs of individuals, groups, families in a multicultural population.

Rationale

The focus of this course is preparing culturally competent counselors by developing awareness, knowledge, and skills required for counseling in a multicultural society. The class will seek to develop a greater level of competence in students in understanding the historical, sociological, familial, and societal influences affecting each ethnic or minority group. This course will also help students recognize the strengths and weaknesses of various therapeutic models for diverse individuals and to develop a greater level of awareness of one's own ethnicity and background.

Learning Objectives

Upon completion of this course, successful students will have gained knowledge, understanding and skills regarding:

1. Multicultural and pluralistic characteristics within and among diverse groups, including immigrants and refugees
2. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
3. Multicultural counseling competencies and the superordinate position of this competency
4. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of self and others
5. The effects of power, cultural advantage, and oppression—individually and systemically—for counselors and clients
6. Help-seeking behaviors, culturally-based risks, and presentation of mental and emotional concerns/illness of diverse clients
7. The impact of spiritual & religious beliefs on clients' and counselors' worldviews and practices
8. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination at the micro, macro and meso levels for those with and without mental health issues

9. Cultural factors relevant to clinical mental health counseling, school counseling, and marriage, couple, and family functioning, including the impact of immigration
10. The importance of self-awareness and ongoing self-evaluation pertaining to multicultural counseling competency

Prerequisites

Graduate Standing

Instructional Materials

REQUIRED TEXTBOOK: Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2022). *Counseling the Culturally Diverse: Theory and Practice*. (9 ed.) Wiley.

Additional articles, websites, podcasts and other writings will be used to present information on multicultural issues and concepts, as well as evidence for the efficiency and utility of various multicultural concepts and views and self-knowledge. The information therein will be assessed via exams, a presentation, and homework assignments.

Important websites:

- -ACA, *Advocacy Competencies*
- https://www.counseling.org/Resources/Competencies/Advocacy_Competencies.pdf
- -ACA, *Competencies for Addressing Spiritual and Religious Issues in Counseling*
- <https://www.counseling.org/docs/default-source/competencies/competencies-for-addressing-spiritual-and-religious-issues-in-counseling.pdf?sfvrsn=8>
- -ACA, *ALGBTIC Competencies for Counseling LGBTQIA*
- <https://www.counseling.org/docs/default-source/competencies/algbtic-competencies-for-counseling-lgbqiqa.pdf?sfvrsn=14>
- -ACA, *Competencies for Counseling the Multiracial Population*
- <https://www.counseling.org/docs/default-source/competencies/competencies-for-counseling-the-multiracial-population-2-2-15-final.pdf?sfvrsn=14>
- -ACA, *ALGBTIC Competencies for Counseling Transgender Clients*
- https://www.counseling.org/docs/default-source/competencies/algbtic_competencies.pdf?sfvrsn=12
- -ACA, *Multicultural and Social Justice Counseling Competencies*
- <https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>
- Center for Applied Linguistics - <http://www.cal.org>
- Center for School Counseling Outcome Research - <http://umass.edu/schoolcounseling>
- Materials for culturally and linguistically appropriate services - <http://clas.uiuc.edu/materials.html>
- Understanding Prejudice/Mc Graw-Hill High Ed. - <http://www.understandingprejudice.org/>

Instructional Methods

This course will include PowerPoint lectures, class discussion, video presentations/discussion, experiential activities, & case studies.

Methods of Evaluation

This course will include two exams, written assignments, and facility observations.

Assignments

1. **MULTICULTURAL LEARNING EXPERIENCES (2) and Presentation [Standards addressed: II.2.a., II.2.d., II.2.e., II.2.g., II.5.f., V.C.2.j., V.F.2.m.]** – This assignment is designed to increase your knowledge of people different from you—specifically those who are persons with marginalized statuses (race, gender, sexual orientation, religion, age, socioeconomic status, disability, etc.) different than your own—and learn about yourself in relation to people you consider different from you culturally. You must pick one (1) OVERALL AREA of persons' systemically marginalized social identity/cultural identity (e.g. race, ethnicity, sex, sexual orientation, religion/faith, including atheists or agnostics, physical ability/disability, age, class/socioeconomics) to focus on in your two required multicultural experiences. This means that you'll focus on one group of people who are systemically marginalized in our society and/or socially devalued. The marginalized social identity area that you focus on should be one that will give you the most potential for personal growth, not ease. Pick a marginalized social identity group that is very different from who you are, what you believe, how you've lived, etc.

Once you pick a marginalized social identity, you will engage in two (2) different experiences explicitly focused on that marginalized social identity/cultural identity. Your options must be chosen only from organized activities or events open to the public (i.e. no house parties, restaurants, etc.) Keep up with the dates and the events that you attend as part of your experiences. Bring proof of the experiences, if at all possible, without offending others. Your proof should be on the final slide of your PowerPoint. Proof may consist of: pamphlets, brochures, tickets, email confirmation of registration, receipt, & photos. NOTE: With photos, be sensitive & only use this option if you can do it in a way that is not intrusive or offensive to others. If you're not sure that what you have will count as proof, check with me beforehand.

Experiences will vary (i.e. attend a radically different—for you—church service & engage with others there, visit a public LGBTQIA++ event, volunteer at a shelter, visit a Native American reservation or attend an event, attend a public community meeting or a public cultural gathering or group meeting and engage with others there. Whatever you choose, you must engage others or allow yourself to be engaged during the experiences, observe without gawking, be open to the experiences, share at least some of yourself, and be aware of how you feel and behave being different from the others you are with. Be mindful that these growth experiences should not impede or be burdensome to others. It also should not be overwhelmingly fearful or disastrously uncomfortable for you. Yet, you must be willing to go outside of your comfort zone. Also, YOU SHOULD LEARN NEW THINGS. That means, you should learn new concepts and their meanings, new phrases and their meanings, basic aspects and concepts of the marginalized social identity you focused on. These new aspects, concepts and meanings should be showcased in your presentation.

If there is any doubt about whether your learning experiences will meet the required criteria, check with me BEFOREHAND. Some experiences will not meet the requirements for this assignment. Some non-options are attending a church of a similar faith, having dinner with someone from a different cultural background, or going to a restaurant with culturally-based foods.

This assignment is a presentation. Your deliverables will consist of a PowerPoint or other presentation submitted to Canvas. You will be presenting this in class on the date assigned.

These are the 8 items you must address when presenting on your 2 Cultural Experiences

- 1) Briefly identify & summarize your two multicultural experiences.
- 2) Discuss why you chose to focus on that cultural or social identity for your experiences (i.e. Judaism, homosexuality).
- 3) Share your preconceptions, assumptions, and/or personal biases/ethical issues regarding the cultural identity group and/or foci of your two cultural experiences (not including the IATs).

- 4) Tell what you learned anew and/or verified about the cultural identity characteristic and/or the people you engaged with & observed.
- 5) Tell what you learned about yourself in relation to the culture/identity characteristic and/or the people you engaged with & observed.
- 6) Tell if you were changed by the experiences; tell why or why not.
- 7) Tell what you would do differently if you repeated the experiences.
- 8) Tell what you would heed or keep in mind if counseling someone from the group you engaged with & observed. DO NOT INCLUDE GENERAL INFO (i.e. good to be open-minded) but address info only relative to the group or issue upon which you focused (i.e. Many Native Americans still follow a nature-focused religion and/or spirituality).

Omitting any one of these 8 items from your synopsis will result in points deducted. That's not included what will be deducted due to poor communication (writing, speaking) skills.

2. **IMPLICIT ASSOCIATION TESTS (IATs) & PAPER [Standards addressed: II.2.d., II.2.g.]**– You will take at least three culturally-relevant, online tests. These tests are Implicit Association Tests (IATs). You will complete the IATs on Race, Sexuality, and any other IAT of your choice, as long as it is one of the culturally-based types. That means you can't choose the tests on anxiety, self-esteem, or anything similar. If you're unsure, check with me first. Overall, this means that you will complete at least 3 IATs. IAT Options: skin-tone, age, Arab-Muslim, sexuality, weight, race, Native (on Native American bias), gender-science, presidents, disability, Asian, weapons, gender-career

IAT WEBSITE USAGE INSTRUCTIONS: The website is <https://implicit.harvard.edu/implicit/takeatest.html>. When you go to that website, you should read the "Preliminary Information" and then click "I wish to proceed" at the bottom. Next, you will choose which test you want to take. You will complete each of the tests I identified earlier (Race, Sexuality, & 1 you choose). Read the questions before and after each tests carefully. The order of the answers may change as well as the questions. Answer the demographic information for at least one of the IAT you complete.

Depending on the magnitude of your result, your results may be described as 'slight', 'moderate', 'strong', or 'little to no preference'. Alternatively, you may receive feedback that 'there were too many errors to determine a result'. If you do receive this error message, you need to retake the tests. We ALL have biases and prejudices, so your results will not impact your grade. Take 2 required tests (Race and Sexuality) plus 1 more of your choice and write a reflection about your results. Include proof that you've taken these tests. Each visitor to the IAT website completes the task in a randomized order. Save the results of each of the tests you take. You can cut-and-paste the results page or take a screen shot of it. Attach your results to the final page of your paper.

The complete assignment should be submitted to Canvas. A complete assignment consists of the IAT paper & the results. Your results statement will likely appear like this: Your Result: Your data suggest little or no association between Black American and White American with Harmless Objects and Weapons. This assignment consists of a paper. You WILL NOT be presenting this to the class & only the instructor will be reading your paper. Review this site for further insight into IATs:

<https://implicit.harvard.edu/implicit/demo/background/faqs.html>

IAT PAPER, WRITING PORTION: Write briefly what it felt like when you took each test. For instance, did you recognize yourself feeling more or less anxiety, did your head or stomach hurt, did you squirm or have to use the bathroom, did you struggle more in your choices, were you slower pushing the keyboard because

of your struggle making choices? What was your attitude about your results? Did it differ based on whether the result was more positive or more negative or if you were surprised or disagreed with the results? What will you do with the results? Will you disregard the results? Will you act differently, talk differently, try to think differently, vote differently, volunteer differently, donate or tithe differently, etc.? Did you feel overly confident with some tests more than others? After your results, do you feel confident, doubtful, insecure, etc.? Do you feel differently about yourself, your identity, who and how you believe yourself to be due to your results? This information will be included in your report of all the IATs you take.

You only write one 2 page paper that is a personal reflection based on the results of the 3 IAT's that you take.

- 3. Multicultural Diversity Quilt Activity and Presentation (Singh, 2011) [Standards addressed: II.2.d., II.2.e., II.2.g., II.5.f.]** - "The quilt is used symbolically for the feelings about race and ethnicity that cover us while we sleep, comfort us against the cold, and are folded and neatly put away during various seasons of the year. They may be pieced together using one small scrap at a time, sometimes cut into beautiful designs from fancy materials, at other times cut into old shapes from plain, ordinary, well-worn fabric, and stitched by a machine instead of by hand. Regardless of any or all of these origins, they are bound with small stitches, bordered, have padded insulation, and are backed with substantial material. We think of them as so necessary to survival that we give them to babies, and often pack them when going on lone and desolate journeys. Some are tattered and torn from overuse, others are carted out for display, company, or special occasions; but we each own one" (Milo, 1995, p.4).

The "quilt" is a metaphor for your own cultural identity, as such, you will create a collage to discuss your own culture. For this project, you will use photos & imagery of your choice to create a digital "Multicultural Diversity Quilt" that represents the most salient aspects of your identity (e.g., race/ethnicity, gender, sexual orientation, religion/spirituality, SES, education, family composition, etc.) and history that shape how you view multicultural diversity identity theory, the nature of human challenges and resilience, and the reasons you have chosen a helping profession. You may need to read ahead since your presentation may require knowledge relevant to your quilt. Each student will be asked to present his/her quilt to the class. Please use a PowerPoint slide to create your "quilt". Presentations will be no less than 5 minutes. This assignment will be presented to the class. Your should include visuals, powerpoint, etc.

- 4. Journals [Standards addressed: II.1.d., II.1.e., II.2.a., II.2.b., II.2.c., II.2.d., II.2.e., II.2.f., II.2.g., II.2.h., II.3.i., II.5.d., II.5.f., V.C.2.j., V.C.3.e., V.F.2.m., V.G.3.k.]**

Journals: Since self-awareness is one of the most critical elements of high levels of multicultural counseling competence (MCC)/cultural competency, there will be homework assignments that focus on self-awareness and self-reflection. Key is your awareness and honesty and critical thought regarding yourself. These will be formatted as journals & will be treated as such. Your journal will only be read by the instructor of the class. As this is a journal, APA formatting is not required, but please make sure your journal is organized & easily read. Topics will include: 1. Prejudice, 2. Advantage/Privilege, Advocacy & Social Justice, 3. Racial Identity Development, 4. Ethical Bracketing, 5. Spiritual & Religious Beliefs, and 6. Acculturation. You will turn in your journal by submitting a typed copy (word document or pdf) via Canvas. In your journal entry please consider the following: 1. What has been your experiences related to the topic?/ How does your cultural identity impact your experiences? 2. Do you have any biases or challenges related to the topic? 3. What more could you learn or study to help improve your understanding? These

are journals; therefore, the guidance is broad on purpose. You should show meaningful reflection on the topic from your own perspective.

5. Experiential Activities: Self-Assessment/Self-Awareness Work– [Standards addressed: II.1.d., II.1.e., II.2.a., II.2.b., II.2.c., II.2.d., II.2.e., II.2.f., II.2.g., II.2.h., II.3.i., II.5.d., II.5.f., V.C.2.j., V.C.3.e., V.F.2.m., V.G.3.k.]

Experiential Activities: For in-class experiential activities, your participation is required, though the level of participation may vary based on your comfort level and the degree to which you consider the class a safe space. However, non-participation and/or hostile participation will negatively impact this portion of your final grade. These activities are critical to your development of self-awareness and your ability and willingness to engage in self-reflection and self-critique honestly and continuously. Thus, they are a critical aspect of developing higher levels of multicultural counseling competency (MCC) and a critical aspect of fulfilling the objectives of this course. **[see Class Ground Rules near the end of this syllabus]**

- **Membership has its privileges in class activity. Please see your course schedule for the date we will complete this activity in class.** *White privilege* can be defined as an invisible knapsack of unearned assets that can be used to cash in each day for advantages not given to those who do not fit this mold (McIntosh, 1989). Memberships in various cultural groups also can be associated with certain privileges. Students will name & discuss cultural groups with which they identify as well as the privileges associated with that group. The discussion will include how the privileges they experience affect others who do not belong to the same group. Next, students will discuss how the activity fosters understanding of self & culturally diverse clients in addition to what role students play as future counselors as change agents related to social injustices. Once the class discussion is complete, students will write a reflection paper naming the cultural groups they identify with & the privileges associated with those groups along with the following prompts: 1. How might the privileges I experience affect others who do not belong to this same group? 2. How does membership in a privileged group affect my work with clients who do not share the same privilege(s)? This paper will be due at the next class meeting to provide ample reflection & processing time.

6. Exams – Students will complete an in-class mid-term and final examination. These exams will be multiple choice in nature.

Grades

Multicultural learning experiences & Presentation	200pts
IATs & Paper	200pts
Multicultural quilt	200 pts
Journals	100pts
In Class Activities	100 pts
Mid-term exam	100pts
<u>Final exam</u>	<u>100pts</u>
TOTAL	1000 pts

Grading Scale

- 940-1000 points = A
- 890-939 points = B+

800-889 points	=	B
730-799 points	=	C+
660-729 points	=	C
590-659 points	=	D
Below 590 points	=	F
I (Incomplete)		

Grading Policy

My goals are to (1) meet the course objectives and (2) ensure fairness. Accordingly, please do not contact the instructor at the end of the course to request an extra assignment, bonus opportunity, or grade change for any reason except an error in the calculation of the final grade. Grade appeals should follow the process outlined in MC Policy 4.20.

MC Syllabus Statement

The MC Syllabus contains all policies and procedures that are applicable to every course offered by Mississippi College, both on campus and online. The policies in the MC Syllabus describe the official policies of the University as they relate to instruction and will take precedence over those found elsewhere. It is the student's responsibility to read and be familiar with every policy. The MC Syllabus may be accessed at any time on the MC website at the following: <https://www.mc.edu/provost/universitysyllabus>.

Additional Course Policies

Attendance

Class attendance is an essential part of college education and students are expected to attend regularly and punctually. Individuals learn through active participation and involvement. There will be experiential components of this course. Cumulative absences will result in a lowered grade or loss of credit for the course. The university policy will be followed concerning absences. A student will receive an F in a class immediately when absences, whether excused or unexcused [including university functions], exceed 25% of the class meetings. Tardiness will not be excused. If a student is late to the class and is marked absent during roll call, that student will be considered absent for the class.

The last day to drop a course for the semester is listed in the current class bulletin. Students cannot withdraw after that date with a W (passing) unless the three following criteria are met:

- o Extenuating circumstances (clearly outside of student's control)
- o Passing the course at the time of withdrawal
- o Does not have excessive absences at the time of withdrawal

Late Work

Late work will not be accepted after 1 week. Late assignments will have 10 points per day deducted for each day of the 1-week grace period utilized.

Ethical Standards

All the graduate courses offered by the Department of Psychology and Counseling at Mississippi College adhere to the current standards of the American Counseling Association (ACA). The 2014 ACA Code of Ethics is available for download at <http://www.counseling.org/resources/aca-code-of-ethics.pdf>

Papers and presentations in the course will be guided by the current edition of the Publication Manual of the

American Psychological Association 7th Edition.

American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: Author.

Best Practices

Success in this course will require students to attend class, read assigned chapters in the text, and complete all assignments.

Special Multicultural Competency Note: "Members of the counseling profession share certain *professional* values. These include enhancing human development across the life span, honoring diversity and embracing a multicultural approach, promoting social justice, safeguarding the integrity of the counselor–client relationship, and practicing competently and ethically (ACA, 2014, *Code of Ethics* Preamble). These core values are articulated in the code of ethics to help acculturate students to the expectations of the profession (Francis, 2015). If a counseling students' personal values were so strong that he or she could not learn to counsel clients who held differing beliefs, or if a student could not embrace the professional values of the profession as articulated in the ethics code, we would be concerned that the student is not well suited for the counseling profession" (Remley & Herlihy, p. 3).

Class Ground Rules

1. Please leave the room whenever you feel too uncomfortable to deal with a topic or something being shared, but do so with the least amount of disruption possible. Recognize your discomfort as a significant factor in learning who you are and how it can impact your counseling work.
2. Be honest with yourself. Be honest with others when sharing. Do not seek to be antagonistic or contrary or behave in a fashion that could too easily be assessed as such.
3. Be respectful of others, actively listen, especially when others are talking.
4. When speaking from experience or sharing an opinion, speak from your own experience. Utilize "I" instead of "they," "we," and "you," instead of generalizing.
5. Do not be afraid to respectfully challenge one another by sharing an alternate view and/or by asking well-thought out questions, but refrain from personal attacks. Focus on ideas not the individual.
6. Participate to the fullest of your ability and your own comfort level. Keep in mind that personal growth, yours as well as others, depends, in part, on the inclusion of everyone's insight, point of view, and critical thoughts.
7. Do not belittle or attempt to invalidate someone else's experience or view. However, you are welcome to share your own experience and/or view, which may be different.
8. During this training process, always keep in mind the counseling profession's ethical call. Here are a few to remember for this class from the 2014 ACA Code of Ethics:

From the Code of Ethics Preamble: The following are core professional values of the counseling profession:

1. enhancing human development throughout the life span;
2. honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts;
3. promoting social justice;
4. safeguarding the integrity of the counselor–client relationship; and
5. practicing in a competent and ethical manner.

These professional values provide a conceptual basis for the ethical principles enumerated below. These principles are the foundation for ethical behavior and decision making. The fundamental principles of professional ethical behavior are

- *autonomy*, or fostering the right to control the direction of one's life;
- *nonmaleficence*, or avoiding actions that cause harm;
- *beneficence*, or working for the good of the individual and society by promoting mental health and well-being;
- *justice*, or treating individuals equitably and fostering fairness and equality;

- *fidelity*, or honoring commitments and keeping promises, including fulfilling one’s responsibilities of trust in professional relationships; and
- *veracity*, or dealing truthfully with individuals with whom counselors come into professional contact.

A.4.b. Personal Values. Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor’s values are inconsistent with the client’s goals or are discriminatory in nature.

C.2.a. Boundaries of Competence. Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Whereas multicultural counseling competency is required across all counseling specialties, counselors gain knowledge, personal awareness, sensitivity, dispositions, and skills pertinent to being a culturally competent counselor in working with a diverse client population.

F.7.c. Infusing Multicultural Issues/Diversity. Counselor educators infuse material related to multiculturalism/diversity into all courses and workshops for the development of professional counselors.

F.11.c. Multicultural/Diversity Competence. Counselor educators actively infuse multicultural/diversity competency in their training and supervision practices. They actively train students to gain awareness, knowledge, and skills in the competencies of multicultural practice.

Multicultural/Diversity Competence – counselors’ cultural and diversity awareness and knowledge about self and others, and how this awareness and knowledge are applied effectively in practice with clients and client groups.

8. The objective of this class is not to agree with others, necessarily, but a major aim of this class experience is for you to grow in your level of multicultural counseling competency, for you to hear others, to explore who you are and multiple views on a topic, and to be open-minded to diverse perspectives.
9. Be aware of your own body language and nonverbal responses to what occurs in the class. They can be as disrespectful as your words.

Additional rules may be added depending on the need of the class

Course Schedule

Date	Topic	Reading Assignments/Materials due
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Week 1	Introductions/Expectations of class Syllabus/What is multicultural counseling?	Syllabus
Week 2	Understanding Resistance to Multicultural Training: Obstacles to Developing Cultural Competence	Chapter 1 Additional readings in Canvas
Week 3	Multicultural Counseling and Therapy	Chapter 2 Additional readings in Canvas Due: IAT Paper
Week 4	Cultural Perspectives and Barriers: The Individual Interplay of Cultural Experiences	Chapter 3 Gundel, Bartholomew, & Scheel (2020) Due: Journal 2 - Advocacy & Social Justice
Week 5	Microaggressions: Implications for Counseling and Psychotherapy Sociohistorical Privilege and Oppression: Implications for Counseling and Psychotherapy	Chapters 4 & 5 Additional readings in Canvas Due: Journal 1 - Prejudice, Advantage/Privilege
Week 6	Racial, Ethical, Cultural Identity Attitudes in People of Color: Counseling Implications White Racial Consciousness: Counseling Implications Multicultural Counseling Competence and Cultural Humility	Chapters 6, 7 & 8 Additional readings in Canvas Due: Journal 3 - Spiritual & Religious Beliefs, and Acculturation
Week 7	Multicultural Evidence-Based Practice Indigenous and Cultural Methods of healing Among People of Color Culturally Competent Assessment	Chapters 9, 10, & 11 Additional readings in Canvas Due: Journal 4 - Racial Identity Development
Week 8	Mid-Term Exam	Chapters 1-11
Week 9	Counseling & therapy w/ racial/ethnic minority groups	Chapters 12, 13, & 14 Additional readings in Canvas Due: Journal 5 - Ethical Bracketing
Week 10	Counseling & therapy w/ racial/ethnic minority groups	Chapters 15, 16, & 17 Additional readings in Canvas
Week 11	Counseling & therapy w/ other minority groups	Chapters 18, 19, 20 & 21 Additional readings in Canvas Membership has its privilege in class assignment
Week 12	Counseling & therapy w/ other minority groups	Chapters 22, 23, & 24 Additional readings in Canvas
Week 13	Multicultural Diversity Quilt Presentations	Due: Multicultural Diversity Quilt Activity & Presentations
Week 14	Multicultural Learning Experiences Presentations	Due: Multicultural Learning Experiences project
Week 15	Thanksgiving Break No Class	**Fall Semester ONLY**
Week 16	Final Exam	Chapters 12-24

Disclaimer

The instructor reserves the right to modify the schedule proposed in the syllabus as necessary. Modifications will be provided in writing.

Appendix A

ACADEMIC STANDARDS

CACREP STANDARDS (2016)

Section II, Professional Identity

- II.1.d.** the role and process of the professional counselor advocating on behalf of the profession
- II.1.e.** advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- II.2.a.** multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- II.2.b.** theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- II.2.c.** multicultural counseling competencies
- II.2.d.** the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- II.2.e.** the effects of power and privilege for counselors and clients
- II.2.f.** help-seeking behaviors of diverse clients
- II.2.g.** the impact of spiritual beliefs on clients' and counselors' worldviews
- II.2.h.** strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
- II.3.i.** ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
- II.5.d.** ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- II.5.f.** counselor characteristics and behaviors that influence the counseling process

Section V, C. Clinical Mental Health Counseling

- V.C.2.j.** cultural factors relevant to clinical mental health counseling
- V.C.3.e.** strategies to advocate for persons with mental health issues

Section V, F. Marriage, Couple, & Family Counseling

- V.F.2.m.** cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration

Section V, G. School Counseling

- V.G.3.k.** strategies to promote equity in student achievement and college access

Appendix B

Additional Recommended Study Aids for the CPCE:

- Gregoire/Jungers, *The Counselor's Companion: What Every Beginning Counselor Needs to Know, First Edition*
- Helwig, *Study guide for the NCE and CPCE, Seventh Edition*
- Rosenthal, *Encyclopedia of Counseling: Master Review and Tutorial for the National Counselor Examination and State Exams, Third Edition*
- ACA, *Advocacy Competencies*
https://www.counseling.org/Resources/Competencies/Advocacy_Competerencies.pdf
- ACA, *Competencies for Addressing Spiritual and Religious Issues in Counseling*
<https://www.counseling.org/docs/default-source/competencies/competencies-for-addressing-spiritual-and-religious-issues-in-counseling.pdf?sfvrsn=8>
- ACA, *ALGBTIC Competencies for Counseling LGBTQIA*
<https://www.counseling.org/docs/default-source/competencies/algbtic-competencies-for-counseling-lgbqiqa.pdf?sfvrsn=14>
- ACA, *Competencies for Counseling the Multiracial Population*
<https://www.counseling.org/docs/default-source/competencies/competencies-for-counseling-the-multiracial-population-2-2-15-final.pdf?sfvrsn=14>
- ACA, *ALGBTIC Competencies for Counseling Transgender Clients*
https://www.counseling.org/docs/default-source/competencies/algbtic_competerencies.pdf?sfvrsn=12
- ACA, *Multicultural and Social Justice Counseling Competencies*
<https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>
- Atkinson, *Counseling American minorities: A cross-cultural perspective, Sixth Edition*
- Bartoli/Pyati, *Addressing clients' racism and racial prejudice in individual psychotherapy: Therapeutic considerations*
- Croteau, *One Struggle Through Individualism: Toward an Antiracist White Racial Identity*
- D'Andrea, *The Evolution and Transformation of A White Racist: A Personal Narrative*
- D'Andrea/Sprenger, *Atheism and Nonspirituality: Diversity Issues in Counseling*
- Friend, *Choices, Not Closets: Heterosexism and Homophobia in Schools*
- Henriksen Jr./Paladino, *Counseling Multiple Heritage Individuals, Couples, and Families*
- Hermann/Herlihy, *Legal and Ethical Implications of Refusing to Counsel Homosexual Clients*
- Ivey/D'Andrea/Ivey/Simek-Morgan, *Counseling and Psychotherapy: A Multicultural Perspective, Seventh Edition*
- Lee, *Counseling for Social Justice, Second Edition*
- Lee, *Multicultural Issues in Counseling: New Approaches to Diversity, Third Edition*
- Matthews, *Gender Aware Therapy*
- Matthews/Salazar, *An Integrative, Empowerment Model for Helping Lesbian, Gay, And Bisexual Youth*
- Ponterotto/Casas/Suzuki/Alexander, *Handbook of Multicultural Counseling, Third Edition*
- Smith, *Practicing multiculturalism: Affirming Diversity in Counseling and Psychology*
- Sue/Ivey/Pederson, *A theory of multicultural Counseling and Therapy*
- Toporek/Lewis/Crethar, *Promoting Systemic Change Through the ACA Advocacy Competencies*
http://www.uwyo.edu/education/ files/documents/diversity-articles/toporek_2009.pdf

Appendix C
Required Format for the IATs Experience Paper

Use Times New Roman, 12-point font, with 1-inch margins all the way around, double-space between questions
[make sure to email me screenshots or print 1 page of your tests results and attach to this paper]

My Results of the IAT Tests

By: Example Student

The result of my Weight IAT was: Your data suggest an automatic preference for Thin People over Fat People

The result of my Sexuality IAT was: Your data suggest a slight automatic preference for Gay People over Straight People

The result of my Race IAT was: Your data suggest no automatic preference for European American people over African American people

What it felt like when you took each test.

Just thinking about the tests before I took them resulted in me feeling nervous but also excited to see my results. I realize I started to guess what my results would be on each tests. I felt the greatest anxiety when completing the Weight IAT. I'm unsure why. It might be due to my own hang-ups about being overweight having been an average or "normal" size until age 26. I was very aware that I struggled more to push the right key, and I felt quite uneasy, even ill, when I saw the overweight images.....

How did your confidence level vary among the IATs?

I felt most secure about the Sexuality IAT. I thought that the Religion and Race IATs might give me results I was disappointed with but found to be accurate. On the Race IAT, I didn't want it to show a preference for either race, so that made it more challenging, to try to show no preference for either. And I was the most worried about what my Weight IAT might show. Still, since I didn't really know what to expect when taking any of the tests, I was open to whatever the results showed.....

What was your attitude about your results?

I was surprised by my Weight IAT results. I believed that the results would show that I had a slight preference for thin people because I prefer myself to be thinner. At the same time, consciously, I do not support any form of prejudice or discrimination against people outside of the "normal" weight categories and body type expectations. But this test was about my unconscious, so I was still hoping that it would show something different, show my conscious or intentional view. I really wanted to retake the test that showed a "negative" result, so I retook the Weight IAT twice, but the result was the same.....

Did your attitude towards your test results differ based on whether the result was more positive, more negative, neutral or if you were surprised or disagreed with the results?

I found that I immediately began to formulate excuses, rationales, or reasons for my negative Weight IAT results. I think that means something, but I'm unsure what and why I did it right after testing. Clearly, I'm disappointed in the results. Unsurprisingly, I had a very positive attitude towards my more positive IAT results. I know that I cannot think one test is inaccurate and another test accurate because they are all part of the same system. Still, I found myself thinking in that way before realizing what I was doing.....

What will you do with the results? Will you disregard the results? Will you act differently, talk differently, try to think differently, vote differently, volunteer differently, donate or tithe differently, etc.?

I know that, regardless of the reason for my results, I can decide whether or not to use the information or not, for good or for nothing. I'm unsure what I will do with the information my results provided me. I need more time to let the "negative" results sink in. But I hope that, as I grow in my multicultural competence, that I will use this information and not totally disregard the results, especially the negative results. I hope that I will be more aware of how I may have a more negative view of people with certain body shapes or at higher body weights. I will see if this varies by sex. Am I more critical of women or girls in comparison to males? And I know that my "positive" results could cause me to feel too secure and as though I have no need to continue to

work or grow in those areas. I may have to work harder, actually, to prevent over-confidence and failure to continue to grow in my relationships and work with people in the gay community and around racial issues.

After your results, do you feel confident, doubtful, insecure, etc.? Do you feel differently about yourself, your identity, who and how you believe yourself to be due to your results?

I don't feel bad about myself, but my results have made me question how well I truly know myself and whether I'm comfortable or not having a bias I didn't recognize in myself or, maybe more accurately, hoped wasn't there. I'll try to be conscious of not disregarding this information nor becoming too comfortable as a result of it. And I'm more keenly aware of how there are aspects of myself that I'm less aware of than I thought. Self-awareness is harder and possibly impossible to have absolutely or completely. I didn't think that before these IATs.

KPI Syllabus Statement:

Key Performance Indicators (KPI's):

Key performance indicator assignments are integrated throughout the curriculum in all master's level counseling programs. These assignments are meant to check your academic progress throughout your time in the program & help prepare you for the CPCE/NCE core areas. All students must score a B or better on any assignment labeled as a KPI. If you do not score a B or better, you are required to repeat the assignment per the Department of Counseling. If you do not score a B or better on the second attempt, you will be placed on a formal academic remediation plan.

This course includes the following KPI Assignments:

- Multicultural learning experiences & Presentation