

CPSY 433- Multicultural Counseling
Fall 2017
Loyola University Chicago

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Class Time and Location: Thursdays, 4:15-6:45PM, Corboy 901

Course Description: This course is designed to assist students in understanding and valuing diversity so that they can strive towards becoming increasingly culturally competent. Specifically, students will be asked to examine their own cultural background, values, and biases, and the impact of those things on them as professionals. We will explore various cultural groups, examine influences of different cultural assumptions and worldviews, and consider counseling strategies through in-class exercises, videos, discussions, and experiential components.

Course Objectives: The primary objectives of this course are:

- (1) to increase students' awareness of their own cultural background, biases, and worldviews
- (2) to increase students' knowledge and understanding of the experiences and histories of various cultural groups within the United States
- (3) to increase students' ability to develop appropriate intervention strategies
- (4) to introduce students to the multicultural counseling research literature. Ultimately, the goal is for students to understand the social-cultural contexts of human development and behavior and to be able to competently apply the knowledge base of their discipline in a culturally-responsive manner.

Conceptual Framework and Conceptual Framework Standards: The Conceptual Framework of the School of Education at Loyola University is "Social Action Through Education". For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

Within this framework are four standards. These are:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.

- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

This course is designed to reflect all four standards, with CFS 2 and CFS3 receiving particular emphasis. The overarching objective is for students to emerge with a clearer sense of social justice foundations. These conceptual foundations will come primarily through readings and in class activities. Through this work and related work in other courses, it is hoped that social justice will become a lens through which future courses and applied experiences will be filtered as you develop your professional identity as a counseling psychologist.

Loyola University's School of Education seeks to develop professionals who use their knowledge and skills to evaluate actions and decisions in light of the ramifications and impact on students/clients and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking. Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others.

IDEA Objectives: As part of the course evaluation process, utilizing a system labeled "IDEA" all courses within the School of Education are evaluated based on a selection of the twelve learning objectives listed below. The learning objectives that are essential or important to this course are bolded. All non-bolded learning objectives are considered of minor importance as relates to this particular course.

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
- 4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
- 10. Developing a clearer understanding of, and commitment to, personal values**
- 11. Learning to analyze and critically evaluate ideas, arguments, and points of view**
12. Acquiring an interest in learning more by asking questions and seeking answers

Dispositions: Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their

dispositional growth in the areas of *professionalism, inquiry* and *social justice*. Reflecting the dispositions identified by the faculty in your department, the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course. Since there are no field placements as part of this course, for this specific class you will be evaluated in all areas that do NOT involve field placements (interactions, multicultural issues, multicultural interactions, student development, student needs).

Required Texts:

Adams, M., Blumenfeld, W.J., Castañeda, C., Hackman, H.W., Peters, M.L., & Zúñiga, X. (2013). *Readings for diversity and social justice* (3rd ed.). New York: Routledge.

Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

All other course readings are posted in Sakai in the “Course Documents” section.

Core Assignments:

1) Class Participation- 20%

Given the seminar format employed in this course design, student participation in discussions and learning activities is critical. However, it is important to note that *how* a student participates is often a function of their particular learning style. Therefore, participation is less about the frequency with which a student engages in class discussion and more about the quality of the contributions. For the purposes of this course, participation in which students build upon one another’s comments, provide meaningful connections to practice, share critical observations and insights on a topic, and generally increase the complexity and richness of the discussion is valued. Students are also encouraged to act as gatekeepers to the conversation and encourage the participation of others as well as pose questions to one another. To achieve this, a variety of pedagogical approaches are used to ensure that each individual’s preferred learning style is addressed over the course of the semester. Students will receive a mid-semester participation grade (non-binding, meant to be an indicator) as well as feedback to ensure time to adjust their participation levels prior to the end of the semester. The rubric for participation is listed below:

EVALUATIVE DIMENSION	“A” GRADE	“B” GRADE	“C” GRADE	“D/F” GRADE
PROMPTNESS	Routinely arrives on time for class and is prepared to begin at the designated time as well as following any breaks; student does not leave class early	Occasionally late to class, does not return promptly from designated breaks; OR occasionally leaves early	Demonstrates a pattern of lateness or early departure that interferes with course objectives.	Consistently late to class, does not return from breaks in a timely manner, and/ or leaves class early
QUALITY OF CONTRIBUTIONS	Contributions are relevant and routinely integrate course reading and life experiences into the discussion; Arguments are evidenced-based and supported through course content and/or life experiences	Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based	Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation for class; Arguments are rarely evidence-based	No or minimal contributions or arguments are offered
SIGNIFICANCE OF CONTRIBUTIONS	Contributions add complexity to the conversation and support or build off of others’ contributions	Contributions are generally substantive, but occasionally indicate a lack of attention to what others have shared	Contributions repeat what others have shared and thus do not advance the conversation	No or minimal contributions are offered
GENERAL ENGAGEMENT	Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and / or discussions	Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and/ or discussions	Minimal contributions are offered in either the small or large group; Appears disengaged from activities and/ or discussions; Addresses core issues in activities and/ or discussions quickly and shifts to personal conversations or off-topic material	No contributions are offered
GATE-KEEPING	Does not dominate the conversation; Regularly encourages the participation of others by posing questions or asking for other students’ thoughts	Student occasionally encourages the participation of others; recognizes the contributions of others	Dominates the conversation; Does not engage other students in conversation; directs majority of comments to the instructor	No or minimal contributions
LISTENING/ ATTENDING SKILLS	Is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; Actively listens to both peers and instructor; Actively supports peers’ learning processes	Generally considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; typically displays active listening; generally supports peers’ learning processes	Is dismissive (verbally or nonverbally) of others’ feelings and opinions; Display a lack of interest; Does not actively support peers’ learning processes	Inconsiderate of others’ feelings and opinions; Does not actively listen or support others’ learning

Attendance

This course meets once a week, which makes attendance absolutely essential. You must be present to engage fully in the course content. I understand that sometimes life priorities can make this challenging. *However, the expectation is that you will be present for the full class session each week.* Should you miss a class, arrive late, or leave early, you are responsible for identifying and obtaining missed material from your peers and your classroom participation grade will be affected. **Please notify the instructor via email prior to the start of class should you need to be absent.**

Student Use of Technology in the Classroom

I understand that we are in a digital age in which many of us prefer to have lots of technological devices at our side during class. For example, personally, when I am attending lectures or seminars, I much prefer to take notes on my laptop than by hand. As such, I understand the desire among many of you to bring electronic devices to the classroom and in some ways I encourage this through by posting class powerpoints on Sakai ahead of each class meeting.

However, with this privilege comes responsibility, particularly given that all students in this course are preparing to be counseling psychologists. As such, while you are permitted to bring whatever technology you wish with you to class, it is understood that these devices are ONLY to be used for legitimate classroom purposes. I view this as a matter of respect and professionalism. I do not wish to go around the classroom monitoring whether you are really taking class notes or just hanging around on Twitter, Instagram, etc. when you have your computer screens up and/or cell phones/PDAs open, and I would appreciate not being put in the position of being a classroom monitor. I will start off with the assumption that all of you will act professionally in this regard, but I reserve the right to make changes to my policies regarding student use of technology in the classroom—and to your course grade—should this trust be broken.

Civil Discourse

As future counseling psychologists, it is my expectation that you will be able to engage in respectful and confidential dialogue not only in the field, but also in class. There may well be times in this course where you feel pushed out of your comfort zone, say something that later on you wish you would have rephrased, and/or observe or hear things that do not fit with your personal values and worldview. Although deep and meaningful learning often comes as a result of cognitive and emotional dissonance, I firmly believe that transformative learning is the result of compassionate learning communities in which individuals feel both challenged and supported. The underlying expectation of this course is that participants will approach one another with the same ethic of care and developmental concern with which they deal with clients, families, and community partners. This approach requires a willingness to engage in critical and controversial, but ultimately civil discourse aimed at advancing our individual and collective knowledge. Students are expected to engage in social perspective-taking, a skill that requires both empathy and the ability to acknowledge multiple points of view.

2) *Personal Biography Project- 20%*

On September 14th students will be required to turn in (via Sakai) a personal biography reflecting the conceptual foundations of this course. This biography is intended as a reflective piece vis-à-vis your personal understanding and experiences regarding these topics. Since each of us (including myself!) are at different places regarding our personal journeys, this assignment will not be graded based on participants achieving a personal “level” of awareness and experience. Nor is this assignment a referendum on whether you agree with the ideas laid out in your course readings or by the course instructor. Rather, as seen in the evaluative criteria below, the goal of this assignment is for you to think critically about your personal stance and experiences related to course topics, and where you would like to head moving forward.

Learning Outcomes and Evaluation Criteria

Learning outcomes for this assignment are:

- ✓ An increased understanding of conceptual foundations associated with social justice;
- ✓ An enhanced understanding of how one’s personal worldview informs their understanding of privilege, power, oppression and social justice;
- ✓ The ability to activate a personal philosophy that integrates personal experiences and academic knowledge

Your assignment will be graded based on the criteria below.

EVALUATIVE DIMENSION	“A” GRADE	“B” GRADE	“C” GRADE	“D/F” GRADE
Achievement of Specified Learning Outcomes	The assignment demonstrates strong achievement across designated learning outcomes	The assignment demonstrates evidence of meeting the designated learning outcomes	The assignment meets the majority, but not all of the designated learning outcomes	The assignment is not completed, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes
Complexity of Thought & Creativity	Demonstrates significant complexity of thought as well as creative approaches in both content and structure	Complexity of thought is of adequate depth and elements of creativity are present in work	Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate	Assignment is not completed or lacks complexity of thoughts required for graduate-level work

<p>Depth of Critical Analysis</p>	<p>Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and offering substantive interpretations</p>	<p>Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations</p>	<p>Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple dimensions of content, and/ or meaningful interpretations</p>	<p>Assignment is not completed or depth of critical analysis is not consistent with requirements of graduate-level work</p>
<p>Appropriate Structure and Grammar</p>	<p>The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or style</p>	<p>The final product is well organized and clearly structured with only minimal grammatical and style errors</p>	<p>The final product suffers from problems associated with organization and structure and/ or grammatical and style errors</p>	<p>Assignment is not completed or final product is poorly organized, structured, and/ or possesses significant grammar and/or style errors</p>

3) Novel Assignment- 20%

This assignment, due at the start of class on October 19th (please turn in via Sakai), is designed to increase students’ knowledge and understanding of the experiences of a cultural group different from their own and to aid students in thinking about intervention strategies and issues of social justice. This is an opportunity to gain an insider's perspective into a racial, ethnic, cultural group that the student does not know very much about. Students will read a contemporary novel or autobiography set in the United States representing a racial, ethnic, or cultural group about which they know little. Students will write a 3-4 pages reaction paper discussing their initial assumptions about the cultural group and answering the following questions:

- 1) What injustices and inequities were faced by the characters?
- 2) How did the main character feel about their cultural identity?
- 3) If this character presented for counseling what sort of treatment goals and intervention strategies might be appropriate?
- 4) What new knowledge or insights have you gained from the book?
- 5) What sort of social justice implications arise from this book?

This assignment will be used to fulfill the assessment component for the SOE Conceptual framework CF3.

SOE Assessment Rubric

Target: In their reaction paper the student moves beyond individual level (micro) interventions and problem identification to a macro-level description of the client’s problem and the interventions needed. Students demonstrate a sophisticated understanding of issues of inequity and justice.

Acceptable: In their reaction paper the students show that he/she understands injustices and inequities in society by describing the individual injustices faced by

the character and by suggesting counseling interventions designed to address the client's suffering and promote justice.

Non-Target: in their reaction paper the student does not discuss social inequities or injustices faced by the character, nor does the student suggest interventions that might promote justice for the character.

Grading Rubric

C or below- "POOR/FAIR": Too much summary and not enough analysis, did not address each question, several APA style errors

B level "MARGINAL/GOOD": Adequately addresses each question, cursory response to treatment goals or ignores /minimizes cultural issues, minimal self-reflection

A- or higher- "VERY GOOD/EXCELLENT": Answers to each question demonstrate superior knowledge of the constructs of oppression and cultural identity, treatment goals were creative, superior insight and reflection, APA style

4) Class Presentations- 20%

With a partner, choose from one of the following topics (you must pick a topic of which you have little familiarity and/or background knowledge):

<u>Topic</u>	<u>Class Presentation Date</u>
Counseling Women	Sept 28
Counseling LGBTQ Individuals	Oct 5
Counseling Individuals Living in Poverty	Oct 12
Counseling African Americans	Oct 19
Counseling American Indians/Native Americans and Alaska Natives	Oct 19
Counseling Asian Americans and Pacific Islanders	Oct 26
Counseling Latinas/os (Latinx)	Oct 26
Counseling Multiracial Individuals	Oct 26
Counseling Immigrants and Refugees	Nov 2
Counseling Arab American and Muslim Americans	Nov 9
Counseling Jewish Americans	Nov 9

We will figure out presentation groups in an early class. On the date of their presentation, pairs should come ready to present the following:

- 1) their initial knowledge (or lack thereof) and assumptions about this demographic group
- 2) what they found most surprising/interesting about the chapter reading
- 3) a presentation of 3-4 key social justice issues for this demographic group
- 4) an overview of 3-4 resources (at least one for each key issue raised) that speak to these social justice issues
- 5) one discussion question for the class

Presentations should be approximately 10 minutes in length and no more than 15 minutes. Please have this information available in either PowerPoint or Panopto format so this information can be posted in Sakai and shared with your classmates (email this file to me ahead of the start of class on the day you are presenting). We may or may not end up having an extended conversation based on your discussion question; this will depend on where we are in the class and how many other presentations may be going on that same day.

Your presentations will be graded on both the quality and depth of information presented. An example of “quality” is how clearly you connected your social justice issues to previous course content relates to social justice. An example of “depth” has to do with the degree to which you can speak beyond the surface in providing an overview of your topic. For example, it is one thing to say, in essence, “there is xenophobia in the US” and then move onto resources, it is quite another to discuss major contributing factors and history related to this xenophobia.

5) *Personal Reflection Paper- 20%*

As a culminating assignment, at the start of the last class meeting (December 7th), you are to turn in (via Sakai) a personal reflection paper. This paper should have two primary sections. The first section relates to your personal journey during this semester as an agent of social justice. What parts of the course resonated most with you? Are there areas where you have felt particular growth? While it is neither expected nor desired for you to go over your personal biography paper (turned in September 14th) line by line, it is expected that you will refer back to this paper as part of your analysis of your personal growth. For example, if you were to rewrite this personal biography now that you have completed this course, would you choose the same elements and experiences to highlight? Why or why not? Also, has your analysis of the events described in your personal biography changed as a result of taking this course? Why or why not?

The second section of this paper relates to your feelings of agency as relates to social justice. Specifically, your paper should describe an area related to social justice where you feel that you can make a positive impact and how you could make this positive impact felt (working towards change will be a focus throughout the semester and will be a particular point of emphasis in the final weeks of the course). In your description, you should describe the social justice opportunity that you see, how you have the personal capacity to have a positive impact, and the ways in which social justice would be enhanced if you were successful in your efforts.

The key evaluative criteria for this paper include the extent to which you connect course concepts to your experience and the degree of self-reflection and critical thinking exhibited, as well as overall writing quality (e.g., absence of typos, clear writing structure and organization).

Grades: All assignments will be graded on an A+-F scale, with a grade of A+ equaling 4.3, a grade of A equaling 4.0, a grade of A- equaling 3.7 and so forth. Final grades

will be based on a weighted average of assignment scores (see course assignments for specific weights) with the final grade based on the following scale:

A= 3.85 or greater

A-=3.5-3.84

B+=3.15-3.49

B= 2.85-3.14

B-=2.5-2.84

Etc.

Schedule of Readings and Topics (readings, topics, and assignments subject to change at the instructor's discretion):

**RFDSJ= Readings for Diversity and Social Justice; CCD= Counseling the Culturally Diverse*

August 31- Introduction

Sept 7- The Affective and Cognitive Dimensions of Multicultural Counseling and Therapy

Readings:

- 1) *Chapters 1-3, CCD*

Sept 14- Conceptual Foundations of Social Justice

Readings:

- 1) *Section 1, RFDSJ*
- 2) *Chapters 4-5, CCD*

Personal Biography due

Sept 21- No Class-Rosh Hashanah

Sept 28- Sexism/Counseling Women/Transgendered Oppression

Reading:

- 1) *Section 5, RFDSJ*
- 2) *Chapter 26- CCD*
- 3) *Section 7, RFDSJ*

Oct 5- Heterosexism/Counseling LGBT Individuals

Readings:

- 1) *Section 6, RFDSJ*
- 2) *Chapter 23, CCD*

Oct 12- Classism/Counseling Individuals Living in Poverty

Readings:

- 1) *Section 3, RFDSJ*

2) *Chapter 25, CCD*
Novel assignment due

Oct 19- Racism/Counseling Marginalized Racial/Ethnic Group Populations

Readings:

- 1) *Section 2, RFDSJ*
- 2) *Chapters 14-15, CCD*

Oct 26- Counseling Marginalized Racial/Ethnic Group Populations continued

- 1) *Chapters 16-18, CCD*

Nov 2- Counseling Immigrants and Refugees

- 1) *Chapter 20, CCD*

Nov 9- Religious Oppression/Counseling Arab Americans and Muslim Americans/Counseling Jewish Americans

Reading:

- 1) *Section 4, RFDSJ*
- 2) *Chapters 19, 21, CCD*

Nov 16- Catch Up Class

Nov 23- No Class- Thanksgiving

Nov 30- You as an Agent of Social Justice

- 1) *Shriberg (in press)- Advocacy [Sakai]*
- 2) *Shriberg (2016)- Commentary on Racial and Social Justice [Sakai]*
- 3) *Section 10, RFDSJ*

Dec 7- Synthesis and Evaluation/Class Wrap-Up

Personal Reflection Paper Due

Loyola University Chicago
School of Education
Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.