CPSY 433: MULTICULTURAL COUNSELING

Instructor: Plamena Daskalova, Ph.D.
Email: pdaskalova@luc.edu
Office hours: Available by appointment

Blended class:

Online synchronous class time: Tuesday, 5:30 – 8:00 pm (via Zoom)
In-person class time and location: Tuesday, 5:30 – 8:00 pm (Corboy Law Center, 202)

School of Education Commitment - COVID-19:

Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Cura Personalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID-19 Related Information Tab at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to me and other professors as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

COVID-19 Required Personal Safety Practices:

We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others, in
classrooms, and in public settings where other social distancing measures are difficult to maintain. Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all LUC REQUIRED Safety Protocols.

COVID-19 Reporting Protocol:
In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.

Key COVID-19 Resources for your Fall 2021 Return

RETURN to CAMPUS Checklist
RETURN to CAMPUS Guidance
Required Personal Safety Practices
COVID-19 Testing and Reporting Protocol
COVID-19 Campus Updates

Course Description and Learning Outcomes:
This course is designed to develop (a) students’ self-awareness of their own cultural backgrounds, values, and biases, (b) knowledge in different cultural groups, (c) culturally sensitive counseling skills, and (d) social justice commitment. We will explore both sociopolitical and cultural dimensions in counseling through in-class exercises, videos, experiential exposures, readings, discussions, and guest speakers.

1. Learning fundamental principles, generalizations, or theories in multicultural counseling
2. Learning to apply course material to improve thinking, problem solving, and decisions
3. Developing specific skills, competencies, and points of view needed by professionals in the counseling field

SOE Vision:
The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission:
The School of Education at Loyola University Chicago, a Jesuit Catholic urban university,
supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

School of Education Conceptual Framework:

The SOE’s Conceptual Framework (CF)—Social Action through Education—is exemplified via students’ acquisition of multicultural counseling competence. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. Students will be in a unique position to apply their learning from this course to promote multiculturalism and social justice in multiple contexts including clinical practice, outreach and advocacy, agency policies, and society in general. Student learning will be assessed through reflection postings, papers, and presentations.

Diversity:

The program is committed to promoting diversity including but not limited to race, gender, sexual orientation, social class, ethnicity, and ability status. Students will learn multicultural counseling competency in terms of self-awareness, knowledge of diverse cultural groups, culturally responsive counseling skills, and social justice commitment.

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. The specific disposition that students should develop in this class is social justice. The descriptions for the expected behaviors for the listed dispositions can be found on the rubric posted in LiveText for this course.

Smart Evaluation:

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
• The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

Intellectual Property:

All lectures, notes, PowerPoints and other instructional materials in this course are the intellectual property of the professor. As a result, they may not be distributed or shared in any manner, either on paper or virtually without my written permission.

Links to Resources

- ITS HelpDesk
  - Email: helpdesk@luc.edu
  - Phone: 773-508-4487
- Library
  - Subject Specialists
- Student Accessibility Center
- Writing Center
- Ethics Hotline
  - Phone: 855.603.6988
- Center for Tutoring and Academic Excellence
- Loyola Bookstore
- Financial Aid

GRADING

For the course grade, the total accumulation of points will be used to determine your grade based on the following:

100-93 points A
92.99-90 points A-
89.99-87 points B+
86.99-83 points B
82.99-80 points B-
79.99-77 points C+
76.99-73 points C
72.99-70 points C-
69.99-67 points D+
66.99-60 points D
59.99- F

ASSIGNMENTS

Summary of Assignments:

1. Participation (14 points): Including introduction video and class participation
2. Weekly discussion postings (26 points)
3. Cultural autobiography (15 points): Due 9/28, 5 pm
4. Book review paper (30 points): Due 11/30, 5 pm
5. Class presentation (15 points): 11/02-11/30, 5pm

Assignment Descriptions:

*** All assignments except for the discussion postings should be submitted via the Sakai Assignment.

***Late work/Make-up policy: Late work will have 10% deduction for each delayed day (not class meeting). In case of urgent personal emergencies, the instructor should be contacted as soon as possible to discuss alternative arrangements. Please note, computer and work-related difficulties are not considered personal emergencies: Plan accordingly!

1. Participation (14 points)

Attendance, promptness, and active participation are essential to this class. I do expect students to come prepared to actively discuss the assigned readings and videos. I also expect students to arrive on time and to contact me in advance if they will be absent.

During the first week of class, please post a brief (i.e., less than 10-minute-long) video introducing yourself to the class. Be sure to include your name, pronouns (if you feel comfortable doing so), your program and year of study, and a description of why you chose to sign up for this class. Feel free to share any questions or curiosities that you might have about the course and its material, as well as about topics you are particularly excited to learn more about.

2. Weekly discussion postings (26 points)

a. Students will be assigned to small discussion groups, which will be announced in the Sakai Overview. Students will be reassigned to different discussion groups after several weeks. You will participate in weekly small group discussions asynchronously via the Sakai Discussion Forums.

b. Weekly reflection postings (2 points each week x 13 weeks = 26 points): Starting the week of 9/07, post 250-500 words of reflection on weekly learning materials (e.g., readings, videos, lectures, and class discussion, etc.) by Wed 11pm each week, and two or more responses to other students’ postings by Fri 11pm each week. You may process your cognitive and emotional reactions to the weekly learning materials and deepen your thoughts through this reflective journaling.

3. Cultural autobiography (15 points): Due 9/28, 5 pm

Write a 5-page paper describing your cultural identity. Consider your experiences related to your cultural identity in the United States (e.g., race, ethnicity, class, gender, sexual orientation, religion/spirituality, (dis)ability, immigration status, etc.). What factors have contributed to the
development of your cultural identity? Specifically, how has your identity been influenced by your experiences of oppression, power, and privilege? Include specific life experiences that you consider relevant. Describe the impact of these factors on your values/worldview and work as a counselor.

You may use the following questions to guide your thoughts in writing this paper. While writing this paper, consider which aspects of your identity (e.g., race, ethnicity, class, gender, sexual orientation, religion, (dis)ability, immigration status, etc.) are most salient. Consider critical incidents that shaped your development and the reasons you believe these particular aspects of your identity are most salient. For example, what are some examples of privilege and/or oppression you experience as a member of these social groups? What strengths have you developed through your experience as a member of these social groups? What values and biases are related to these dimensions of your identity? How does the intersection of these identities shape your experience, your sense of self, your interactions with others, and your work as a counselor? How do you (consciously or unconsciously) affirm or reject these identities?

Also consider which group memberships are least salient for you. Reflect upon why these dimensions are least salient. How does this shape your experience? What are some examples of privilege and/or oppression you experience as a member of these social groups? What strengths have you developed as a member of these social groups? What values and biases are related to these aspects of your identity? How do these aspects of your identity impact your sense of self, your interactions with others, and your work as a counselor? How do you (consciously or unconsciously) affirm or reject these identities?

4. Book review paper (30 points): **Due 11/30/20, 5 pm**

Read one of the three books listed below and write a 5–7-page review paper. Or, if you want to read a different book on a multicultural topic, population, issue, etc. relevant to this class, check with the instructor to ensure that the book is appropriate. Indicate the proportion of the book that you have completed reading (e.g., 100%, 90%, etc.). **Do not summarize the book.** Discuss the following: (a) your emotional and cognitive reaction, (b) your learning, and (c) how to apply your learning from the book to clinical practice and professional development.

**Recommended Books**


5. **Class presentation (15 points): 11/02-11/30, 5pm**

The class will be divided into six groups and each group will sign up for one of the six topics related to working with diverse populations/topics. Each group will have one hour to present on their topic during synchronous class time. You may use your creativity regarding the presentation style and format. Your group should submit the ppt presentation file via the Sakai Assignment by 5pm of the presentation day and the instructor will post it in the Sakai Weekly Page. Use audio-visual materials and/or an interactive activity in your presentation.

Presentation topics:

Group 1: Sexism & patriarchy  
Group 2: Gender identity  
Group 3: Sexual orientation  
Group 4: Homophobia and heterosexism  
Group 5: Individuals with disabilities  
Group 6: Arab Americans and Muslim Americans

### CLASS SCHEDULE

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<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Assignments</th>
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| Aug 31 | **Introduction and overview**  
- Multiple identity  
- Three dimensions of human behaviors | **Introductory video due by Friday at 5 pm!** |
| Sep 7 | **Multicultural counseling competencies, social justice, and allyship**  
- Understanding resistance to multicultural training  
- Historical context and changing demographics  
- Multicultural counseling: vertical vs. horizontal dimensions  
- Multicultural counseling competency, social justice, and critical consciousness  
- Cultural humility | **Sakai discussions begin!** |
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Sep 14</td>
<td>Multicultural counseling competencies, social justice, and allyship</td>
<td>- Oppression and privilege</td>
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<td>- Prejudice</td>
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<td>- Racism</td>
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<td>- Microaggression</td>
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<td>Sep 21</td>
<td>Intersectionality and critical consciousness</td>
<td>Sign up for group presentation/instructor assigns (if needed)</td>
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<td>- Intersectionality of identity</td>
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<td>- Counseling dyads and power relations</td>
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<td>- Between minority group relations</td>
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<td>Sep 28</td>
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<td>Cultural autobiography paper due</td>
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<td>- Communication styles</td>
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<td>- Values and beliefs</td>
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<td>- Collectivism vs. individualism</td>
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<td>Part II. Identities and Systems of Privilege and Oppression</td>
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<td>Oct 5</td>
<td>Racial and ethnic Identity</td>
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<td>- Race and ethnicity</td>
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<td>- Ethnic identity development</td>
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<td>- Racial minority identity development</td>
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<td>Oct 12</td>
<td>Fall break: No class</td>
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<td>Oct 19</td>
<td>Racial and ethnic Identity</td>
<td>Combined class</td>
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<td></td>
<td>- White privilege</td>
<td>Guest speaker: Ms. Sarah Galvin</td>
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<td>- White racial identity development</td>
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<td>Oct 26</td>
<td>Xenophobia, acculturation, &amp; acculturative stress</td>
<td>Combined class</td>
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<td>- Immigrants/refugees</td>
<td>Guest speaker: Dr. Eunju Yoon</td>
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<td>- Acculturation/enculturation</td>
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<td>- Undocumented immigrant issues</td>
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<td>Nov 2</td>
<td>Sexism &amp; patriarchy</td>
<td>Pres 1:</td>
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<td>Part III. Advanced Topic Presentations and Discussions</td>
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<td>Nov 9</td>
<td>Social class and classism</td>
<td>Combined class</td>
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<td>Nov 16</td>
<td>Gender identity</td>
<td>Pres 2:</td>
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<td>Nov 23</td>
<td>Sexual orientation Homophobia &amp; heterosexism</td>
<td>Pres 3:</td>
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<td>Nov 30</td>
<td>Individuals with disabilities Arab Americans and Muslim Americans</td>
<td>Pres 4:</td>
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<td>Dec 7</td>
<td>Multiracial individuals Remaining issues</td>
<td>Pres 5:</td>
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<td>Pres 6: Book review paper due</td>
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**This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.**

**READINGS AND VIDEOS**

8/31


9/07


9/14


9/21

• https://youtu.be/akOe5-UsQ2o


9/28

• SPOKENproject (Dr. Miller project):
  https://www.youtube.com/channel/UC9T2nlhsGHhPRe4oyeMkh9A

• https://www.youtube.com/watch?v=x5DfVmtKgw&ab_channel=StanfordAlumni

10/05


10/19


Sue, D. W., Rivera, D. P., Capodilupo, C. M., Lin, A. I., & Torino, G. C. (2010). Racial dialogues and

10/26

- [https://www.youtube.com/watch?v=46wWiKTn4Ac](https://www.youtube.com/watch?v=46wWiKTn4Ac)


11/02


11/09

- [https://www.youtube.com/watch?v=E0oPnS7rUwE](https://www.youtube.com/watch?v=E0oPnS7rUwE)
- [http://mashable.com/2013/03/02/wealth-inequality/](http://mashable.com/2013/03/02/wealth-inequality/)


11/16

- [https://www.youtube.com/watch?v=HbQZ7jAvgoI](https://www.youtube.com/watch?v=HbQZ7jAvgoI)


11/23


11/30


Loyola University Chicago
School of Education
Syllabus Addendum

Smart Evaluation:

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

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, Digication 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.

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Additional Online Course Policies

Privacy Statement:

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Synchronous Meetings: Please see p. 1

Student Participation: Please see pp. 4-5.

Class Conduct:

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Student Support:

Special Circumstances—Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

Center for Student Access and Assistance (CSAA):

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency,
et al.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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.

Syllabus Addendum Link:

https://www.luc.edu/education/academics/syllabi/