CPSY 435
SEMINAR IN MULTICULTURAL PSYCHOLOGY AND SOCIAL JUSTICE
FALL 2021 (IN PERSON)
LOYOLA UNIVERSITY CHICAGO

INSTRUCTOR: Matthew J. Miller, Ph.D. (he/him/his)
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OFFICE HOURS: by appointment via zoom
EMAIL: mmill11@luc.edu (primary method of contact)
OFFICE PHONE: (312) 915-7087
COURSE TIME AND LOCATION: Mondays, 5:30-8:00pm, Corboy Law Center 326

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 your professor 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.**
COURSE DESCRIPTION: This is a graduate level seminar focused on leveraging recent innovations in multicultural counseling and social justice advocacy to address the pressing social issues of our day and therefore builds upon introductory courses in this area. Learning is targeted at increasing students’ multicultural and social justice advocacy competence in addressing pressing real world issues in culturally responsive and ecologically valid ways.

Specific attention is paid to: 1) understanding social systems and structures that reinforce power differentials, privilege and oppression; 2) exploring the unique experiences of historically excluded, marginalized, and oppressed social groups; and 3) examining critical dimensions to the design and delivery of multiculturally responsive advocacy intervention and prevention programs. The course addresses each topic across three levels: important philosophical and/or historic considerations, contemporary interpretations, and considerations in the context of counseling and counseling psychology practice. The pedagogy employed in this course draws heavily on critical self-reflection to explore how students’ personal identities shape experiences related to multiculturalism and social justice. This provides an essential foundation for the consideration of these issues in future course work and applied experiences.

LEARNING OUTCOMES: Upon completion of this course, the intent is for students to leave with enhanced:
1. Understanding of the conceptual foundations social justice advocacy and systems change
2. Understanding of various ways in which oppression impacts individuals and manifests in and is perpetuated by institutions, structures, and systems.
3. Understanding of the ways in which common counseling and advocacy efforts may potentially perpetuate oppression.
4. Ability to articulate deeper levels of personal awareness regarding the ways in which one’s positionality shapes how one experiences and navigates systems of privilege and oppression.
5. Ability to critique common intervention/prevention models in psychology/counseling from a critically conscious and systems/structures perspective.
6. Ability to develop a critical, responsive, and ecologically valid intervention/prevention strategy and communicate it in a manner appropriate for the intended audience.

COURSE OUTLINE, STRUCTURE, AND APPROACH: This course is divided into three primary sections. The first section focuses on social justice as relates to theory and practice. Your first assignment (media literacy presentation, see description in this syllabus) serves as the primary assessment linked with this section of the course. The second section of this course focuses on expanding this foundational knowledge through the understanding of various aspects of identity and diversity. While each topic will be viewed as an important element of diversity in its own right, it is understood that in reality individuals navigate experiences in numerous intersecting systems of privilege and oppression. You will also be working on your social action project (see assignment description) during this time. Although the majority of the course content relates to bringing social justice ideas into practice, the third course section focuses on synthesizing lessons learned in the course towards this purpose. First, we will examine lessons learned through counseling psychology practice, and then we shift to a more personal examination of lessons learned and next steps, including your final personal reflection essay and your revised media literacy assignment (see assignment descriptions).

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. The overarching objective is for students to emerge with a clearer sense of social justice both conceptually and in practice. The conceptual foundations will come primarily through readings and in class activities. The applied learning will come primarily through students engaging in three projects—two centered around self-reflection as relates to social justice the other focused on developing a social advocacy project. 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 doctoral-level counseling psychologist.

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 READINGS/CONTENT (see course schedule below; available through: http://libraries.luc.edu/ or through link provided)

A primer on critical consciousness, intersectionality, social justice advocacy, and multiculturalism (only if you haven’t completed in a prior course):


ASSIGNMENTS

1. CLASS PARTICIPATION (15 points).

Given the seminar format employed in this course design, student participation in discussions and learning activities is critical. 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 facilitate the participation of others as well as pose questions to one another.

ATTENDANCE

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.
CIVIL DISCOURSE AND DIFFICULT DIALOGUES
It is expected that you will be able to engage in respectful and confidential dialogue not only in the field, but also in class. 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. MEDIA LITERACY PRESENTATION (15 points).
In this assignment aimed at bolstering critical consciousness, you are asked to find examples of the social injustice issues/oppression as they are occurring in the larger world around us. You will be responsible for bringing in an artifact from the media (television, YouTube, movie clip, news article, music video, magazine ad, commercial, etc.) to present to the class and facilitate a group critique. Using concepts and theories from class discussions and readings, you will help your peers identify the ways in which your artifact reinforces systems of privilege and oppression in our society. Please use an artifact that you uncover from your everyday life as opposed to simply Googling, for example, “sexist commercials.” Students are strongly encouraged to identify a system of oppression with which they are less familiar. Also, it is critical that the clip subtly reinforces oppressive messages. In other words, the artifact should not include obviously problematic content (e.g., overtly discriminatory language or images). Instead, the artifact should convey subtle discriminatory messages that are not necessarily apparent at first glance (e.g., music lyrics that are supposedly empowering for women, but actually promote sexist messages). Also, make sure that your artifact is not a satirical critique which is already making fun of the issue(s) (e.g., Trevor Noah, Samantha Bee, etc.). If you decide to present an audio or video clip, it should be no longer than five minutes. You will lead an informal class discussion/critique that should last approximately 20 minutes (including the time to view the media). You may email me before your presentation week to receive feedback about the appropriateness of the artifact you have chosen to analyze. Scheduling will occur between weeks 1 and 3 (see course schedule below) and presentations will occur Weeks 5, 6 and 8.

3. OP-ED WRITING EXERCISE (50 points).
An important advocacy skill for counselors and counseling psychologists is the ability to effectively communicate with numerous constituency groups (especially non-academics and non-clinicians). Therefore, each student will write and submit (to the outlet of their choosing) OP-ED on the topic/issue of their choosing. Topic selection Due September 13th Week 3. Starting Week 6, students will share emerging OP-ED idea to the large group. Students will be assigned to read/review groups and starting Week 9 (see schedule below) there will be in-class time for students to review and provide feedback on their peers’ OP-ED writing. Word count, format, etc. depend on the publication outlet (be sure to read other OP-EDs from this outlet); however, when no guidance is provided the OP-ED should conform to APA style https://apastyle.apa.org/style-grammar-guidelines/paper-format/sample-papers) and be no longer than five double-spaced pages (not including references). Submission to outlet of choice Due December 6th. Guidance for writing OP-ED should be followed: https://www.apa.org/monitor/2018/02/write-op-ed

Example of OP-EDs from psychologists:
- http://www.kevincokley.com/op-eds
- https://thehill.com/opinion/civil-rights/550937-politicians-should-follow-the-science-on-gender-affirmation-treatments

OP-ED read/review groups (begin Week 8; see schedule below):
OP-ED Group 1: Tiffany, Elizabeth, Eddie
OP-ED Group 2: Adriana, Yiyu, Jeanie
4. SOCIAL ACTION GROUP PROJECT (50 points).
To start developing the intrapersonal skills and collaboration experience necessary to engage in meaningful social change, you will develop a social action project strategy that addresses a pressing social issue. This project should seek to identify both the individual and systemic/structural/institutional levels of impact. The project should be evidence-based counseling literature but (given the complexity of social systems and social issues) should also include relevant literatures from other disciplines (including disciplines or professions not commonly integrated in counseling scholarship). Groups of students (to be determined by instructor) will develop a social action project that addresses a pressing social issue of our day. Your group will develop an evidence (broadly defined) based ecologically valid and culturally responsive prevention and/or intervention.

Your group will develop a plan of action to confront this issue at multiple systemic levels (individual, institutional, structural) and develop a prevention and/or intervention program strategy by the end of the semester. You are encouraged to be creative, utilizing multiple levels of resources to develop this project. In-class time will be provided throughout the semester to discuss and develop the project and proposal. You will also present the project to the class in a ~30 minute presentation. The group will submit a publication-ready pdf document – one that could be shared in professional or community spaces. Although there is no one meaningful page limit that can be applied to the diversity of work that will likely emerge; however, consider that the completed project could consist of images, graphs, photos, written text, etc. Presentations and final pdf document Due December 6th.


Potential guide for structuring final document (though other approaches are acceptable; consult with instructor):
1. A clear statement of the problem (highlighting the pressing nature of the social issue)
2. (when appropriate) A critique of prior counseling approaches and the degree to which they addressed systems/structures and/or perpetuated oppression.
3. A clear, rich, culturally responsive, and evidence-based (broadly defined) description of your solution or approach of possible solutions. Your approach must be intersectional and address systems of privilege/oppression.
   a. State goals
   b. Provide what you determine to be best practice
   c. (when appropriate – but to be clear this should NOT simply be a research study) Justification for your research method and/or data analytic strategy
4. A compelling and clear articulation of the innovative approach and its benefit to the population of interest and the larger society
5. Identify short term (1-2 years) and long term (beyond) goals and provide a strategy that will ensure that this advocacy work can be sustained over time.
6. A reference list

**PROJECT Group 1:** Tiffany, Jeanie, Adriana
**PROJECT Group 2:** Yiyu, Elizabeth, Eddie
GRADING POLICY
The course grade will be calculated based on successfully completing the following assignments: class participation (15 points), media literacy presentation (15 points), OP-ED writing exercise (50 points), and the social action group project (50 points).

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If you anticipate needing an extension, please do your best to contact the instructor as soon as possible to discuss options.

DATE TOPICS, READINGS, AND ASSIGNMENTS*
* Schedule of Readings and Topics (readings, topics, and assignments subject to change)

Week 1
8/30
1. Course overview
   Introductions, review syllabus
   Core concepts: Evolution of multicultural counseling competence; What is social justice advocacy? Are counselors equipped to engage in advocacy?

Week 2
9/6
UNIVERSITY CLOSED NO CLASS
(consider taking this week to start readings for week 3)

Week 3
9/13
1. TOPIC: Multicultural Counseling Competencies, Social Justice, and Counseling
2. DUE: Select OP-ED topic and outlet (inform instructor via email)
3. Large group discussion of social action project concepts: What is a pressing social issue?


Week 4

9/20

1. TOPIC: Intersectionality, Critical Consciousness, and Bad Psychology/Counseling
2. Large group discussion of social action project concepts


Week 5

9/27

1. TOPIC: Can an individual-focused field affect systemic change
2. Media literacy presentations: 1. Eddie 2. Tiffany
3. Large group discussion of social action project concepts


Week 6

10/4

1. Media literacy presentations: 1. Adriana 2. Yiyu
2. Large group discussion of social action project concepts
3. Large group presentation of initial OP-ED ideas

Week 7

UNIVERSITY CLOSED NO CLASS

10/11
Week 8
10/18
1. Media literacy presentations: Jeanie, Elizabeth
2. Large group presentation of initial OP-ED ideas

Week 9
10/25
1. TOPIC: ADVOCACY THROUGH POLICY – THE ROLES AND OPPORTUNITIES FOR A COUNSELOR/PSYCHOLOGIST
2. Large group discussion of social action project concepts
3. OP-ED SMALL review groups: Share outline and present/discuss refined (based on large group discussion) idea for OP-ED


Week 10
11/1
1. TOPIC: INCREASING THE RELEVANCE OF COUNSELING/PSYCHOLOGY IN 2021+: RESEARCH AS ADVOCACY
2. SMALL group discussion of social action project concepts
3. OP-ED SMALL review groups: Share UPDATED (based on group feedback) outline and idea for OP-ED


Continued on next page
Week 11
11/8
1. TOPIC: ETHICS AND SELF-CARE FOR COUNSELOR/PSYCHOLOGIST ADVOCATES
2. SMALL group discussion of social action project concepts
3. OP-ED SMALL review groups: Share FIRST DRAFT of OP-ED


Radical self-care and liberation (podcast episode from Liberation now): https://directory.libsyn.com/episode/index/id/19172459


Week 12
11/15
1. OP-ED review groups: Share SECOND DRAFT of OP-ED
2. Social Action Project presentation and document preparation – in class

Week 13
11/22
1. OP-ED review groups: Share PENULTIMATE DRAFT of OP-ED
2. Social Action Project presentation and document preparation – in class

Week 14
11/29
1. Social Action Project presentation and document preparation – in class

Week 15
12/6
1. Social Action Project Presentations and PDF document DUE
2. Course wrap-up
***RECOMMENDED REVIEW AREAS (not required)
Here are common content areas (listed alphabetically) covered in introductory multicultural/social justice courses in counseling programs (see below for example readings in each content area). If you did not cover these content areas in prior coursework, contact the instructor for more/other suggested readings.

**Acculturation, & Acculturative Stress, Xenophobia**

**Classism**

**(Dis)ability**

**Heterosexism**

**Sexism and Patriarchy**

**Sex/Gender Binary**
APA Guidelines for Psychological Practice With Transgender and Gender Nonconforming People: [https://www.apa.org/practice/guidelines/transgender.pdf](https://www.apa.org/practice/guidelines/transgender.pdf)


**Racism**


**Religion and spirituality**


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.

Disposition
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 and Digication
All students, except those who are non-degree, may 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.

Digication is Loyola’s ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

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, etc.), 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/