

The Ohio State University

Multicultural Counseling • Winter 2012 • 3 credit hours
Wednesdays, 7:00 to 9:18 p.m., PAES 412
Discussion Rooms: Group room A, Group room B, 470, 476

Instructor:
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Office Hours by appointment

COURSE DESCRIPTION:

The Association for Multicultural Counseling and Development (AMCD) lists Multicultural Counseling Competencies grouped by attitudes, beliefs, knowledge, and skills in areas related to awareness of our own cultural values and biases, awareness of client's worldview, and culturally appropriate intervention strategies (Arredondo, et al., 1996). The purpose of this course is to provide students an opportunity to gain multicultural competency as professional counselors. Students will be asked to reflect on internalized messages regarding other groups and challenged to make new decisions in an effort to bring behaviors and attitudes into congruence with professional standards. While we cannot be held accountable for messages embedded in our past, we can and must be held accountable for current and future responses to events in contemporary living and practice. Students will be exposed to current issues in broad diversity constructs: culture, national origin, language, physical appearance and ability, sexual orientation, spirituality, SES, etc.

COURSE OBJECTIVES:

Students preparing to work as professional counselors must know and demonstrate the content, pedagogical and professional knowledge, skills, and dispositions necessary to help all clients. This course seeks to refine the students' awareness of and ability to counsel clients across a range of diversity. Students will demonstrate mastery of all following topics:

1. Multicultural and pluralistic trends, including characteristics and concerns,
2. The nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body,
3. Theories of identity development; Attitudes, beliefs, understandings, and acculturative experiences,
4. Theories of multicultural counseling; Multicultural competencies, including individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups,
5. Counselors' roles in promoting social justice through advocacy and conflict resolution,
6. Cultural self-awareness,
7. Ethical and Legal considerations.

CACREP REQUIREMENTS:

According to CACREP (the Council for Accreditation of Counseling and Related Educational Programs, 2009), the foundations topics for SOCIAL AND CULTURAL DIVERSITY include all of the following:

- ◆ multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- ◆ attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- ◆ theories of multicultural counseling, identity development, and social justice;
- ◆ individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- ◆ counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- ◆ counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

DIVERSITY STATEMENT:

The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

REQUIRED TEXTS/READINGS:

Johnson, A. G. (2006). *Privilege, power, and difference* (2nd ed.). Boston, MA: McGraw Hill.

Schmidt, J. J. (2006). *Social and cultural foundations of counseling and human services: Multiple influences on self-concept development*. Boston, MA: Allyn and Bacon.

Additional REQUIRED READINGS posted on Carmen as listed in Course Schedule below.

Recommended Texts/Readings (for those who would like to further their thinking):

Degado, R. & Stefancic, J. (2001). *Critical race theory: An introduction*. New York, NY: New York University Press.

hooks, b. (2000). *Where we stand: Class matters*. New York, NY: Routledge.

Moore, K. D., Peters, K., Jojola, T., & Lacy, A. (2007). *How it is: The Native American philosophy of V. F. Cordova*. Tucson, AZ: The University of Arizona

Tatum, B. D. (2003). *"Why are all the Black kids sitting together in the cafeteria?": And other conversations about race*. New York: Basic Books.

COURSE SCHEDULE:

The goal of this course is to allow you time and space to grow for intellectual growth (knowledge), affective growth (awareness), and experiential growth (skills). In order to accomplish these tasks, we will have didactic presentations, group processing, and outside experiential activities that are designed to foster your exploration of course concepts in a safe and welcoming context.

Class time will be divided into presentation or practice for one hour, and discussion in small groups for one hour.

CLASS DATE	TOPIC	READINGS -- <i>DUE THAT NIGHT!</i>	HOMEWORK DUE
1 1/5	In class cultural experience; Syllabus		Download and read syllabus from Carmen
2 1/12	Intro to Multicultural Counseling; Foundational Concepts	Johnson: 1-5 Schmidt: 1, Appendix Multicultural Competencies	Download all articles from Carmen
3 1/19	Privilege White Guilt & Anger	Johnson: 6-9 Schmidt: 2 Unpacking the Knapsack; This Breeze at my Back; Understanding White Privilege	Email instructor ideas for Cultural Immersion. Once you have permission, <i>start Cultural Immersion experience!!!</i>

4 1/26	-ISMS; Critical Race Theory; Identity Development	Schmidt: 3, 4 Unexamined Whiteness; Skin Tone Study; Optimal Psychology; Redefinition of Multicultural Counseling; Just What Is CRT	Cultural Identity Analysis
5 2/2	Implicit Biases; Generational Pain; Sex, Gender, and Sexual Orientation	Schmidt: 5, 6 Implicit Bias in Counselor Education; CARE Report; Daily Effects of Straight Privilege; ALGBTIC Statement	Project Implicit Assessments (Complete four assessments online prior to class tonight)
6 2/9	Ability and Aging; Spirituality & Religion; Social Class & SES	Schmidt: 7, 8, 9 Ruby Payne; Spiritual Diversity	Cultural Autobiography
7 2/16	Developing Multicultural Competence; Working With Microaggressions	Schmidt: 10, 11 Microaggressions; Cultural Mistrust; Transcultural Ethical Decisions	
8 2/23	Communication: Rapport Building, Broaching, and Assessment	Broaching the Subjects; Cultural Auditing; The Cross-Cultural Zone	Cultural Immersion Projects
9 3/2	Interventions, Empowerment and Advocacy	Advocacy Competencies; Culture and Counseling; Client Perspectives	
10 3/9	Group presentations: Cultural Scrapbooks		Cultural Scrapbooks
11 3/16	Processing Discussion; Celebration of class		Return materials to you

Syllabus Change Policy: This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the term and may depend, in part, on the progress, needs, and experiences of the students. Changes to the syllabus will be made with advance notice.

COURSE REQUIREMENTS & ASSIGNMENTS:

1. **Attendance:** Students are expected to attend all classes, have assignments completed on time, participate in in-class assignments, and be a regular, appropriate, and knowledgeable participant in class discussions. Complete all readings assigned before class. (10 pts).
2. **Group Participation:** Students are expected to attend all group discussions and interact with fellow students in an open and respectful manner. You should demonstrate an ongoing interest in growth and discovery related to yourself and to your fellow group members. You agree to uphold group rules, as outlined on page 11 of this syllabus. (15 pts).
3. **PROJECT IMPLICIT Self Assessments:** Visit Project Implicit on Harvard's website: (<https://implicit.harvard.edu/implicit/demo/selectatest.html>). Take self-assessments for four of the following: race, religion, gender, age, sexuality, and disability. Note your results for the Cultural Autobiography assignment below.
4. **Cultural Immersion Experience:** You will reach out to another culture, either on campus or in the community. **START EARLY OR YOU WILL NOT COMPLETE THIS ASSIGNMENT ON TIME!!!** You can use the OSU Diversity page for ideas of campus groups that could fit this assignment.

Your task is to connect with a group that meets the following three criteria: 1) that constitutes a unique "culture" or clear value system, 2) that is or has been disenfranchised or oppressed, AND 3) about which you have (potentially negative) preconceived ideas. This can include racial/cultural, sexual identity, religious/spiritual, economic, or ability diversity. *You must email this choice to me before beginning the immersion to determine whether the group fits the criteria of the assignment.*

- a. **Step 1:** Contact the group and interview a leader about how to interact with the group or find a "cultural guide" who can help you access the group appropriately. Interview that person about the group: why they gather, what it means to them.
- b. **Step 2:** You will attend at least 3 additional gatherings of people in this group, observing and interacting *as appropriate*. These meetings are to be attended **ALONE** – NOT with other students from this class or program unless he/she is your cultural guide.
- c. **Step 3:** You will journal after each experience, outlining all of the following: 1) your reactions to the experience, 2) your thoughts and feelings about them, and 3) your thoughts and feelings about yourself in relation to them. NOTE: This journal will be submitted with your paper.

NOTE FOR EACH PAPER: Please note that each paper needs to reflect concepts from the readings, class discussion and outside readings. *All papers require APA formatting* (title page, running head, in-text citing, reference page).

5. **Cultural Identity Analysis:** You will apply the insights you derived from pages 88-90 of Schmidt in terms of multiple identities. First, list all the aspects of your personal constellation of identity as suggested on page 89; the ones on the chart below are required. For each, rank order how close each is to your Core Self *at this point in time*. Then, outline how you came to be aware of that part of your identity.

Now assess your current mode of integration using the “active” or “passive” terms from the Schmidt text, and determine if you are able to advocate for others like yourself. Why or why not? Finally, assess the extent to which this will affect your ability to work with others who are not like you on this diversity construct. Use the following chart format, and please note any concepts that you have learned from your text as an APA in-text citation by including source and year. Example: (encapsulation; Schmidt, 2006, p.9).

Satisfactory/Unsatisfactory only, derived from the *depth* of your reflection, not the amount of content in your chart. (3-4 pages; S/U; 10 pts)

Construct of Self	Rank Order in proximity to the Core Self currently	How you became aware of this aspect of your identity	Active/Passive part of your development: Can you advocate for others like you? Why/why not?	How will this affect your ability to work with others who are not like you on this diversity construct?
Spirituality or Religion				
Gender				
SES				
Sexual Orientation				
Cultural Heritage				
Race / Ethnicity				
Mental Health Challenge				
Physical Challenge				
Others...				

6. **Cultural Autobiography:** In this paper, you will examine your current cultural identity and identify what you will do to progress in your development.
 - a. Select the most appropriate model of identity development for your primary cultural identity from Schmidt and ***outline it clearly in your paper.***
 - b. Using that model, citing your book/sources, and using the *Project Implicit results* (you don't need to give the actual results; just refer to them) determine what stage you are at in your personal identity development. Describe the traits and behaviors you see in yourself that you used in your self-assessment.
 - c. What happened in your past that moved you, or allowed you to move, from one stage to the next to get you where you are today?
 - d. What needs to happen to move you to the next stage of development, using the insights from Schmidt or additional sources you identify regarding your selected model of identity development? What will you do to bring about that next stage of development?
 - e. What will you do to move to the highest levels of identity development and integration?

(5-8 pages; Graded; 20 pts, **APA and outside resources required**)

7. **Cultural Immersion Paper:** Use textbooks, class materials, outside sources, and use APA format (Note: first person expression is expected). Reflect on your experiences and your prior preconceived ideas. Which of those preconceived ideas are now open to re-interpretation and why? What have you learned about yourself and “them” now that the immersion is over? Take what you have learned about this group and yourself and apply it in a counseling context. Assume you have a client from this group and discuss each of the following:
- ◆ Use the insights you gained into your preconceived ideas of this group to identify ways you will cope with your internal dialogue about clients from this group. Have your biases shifted, and how will *you* keep your internalized biases at bay?
 - ◆ What are some likely counseling issues you might expect from this group and why?
 - ◆ What approaches (counseling and systemic) will *you* use and why?
 - ◆ What are the ethical and legal issues inherent in counseling a client from this group?
 - ◆ What will you do now to be ready to meet this future client?
 - ◆ What did you learn in this experience that you will use with future multicultural / diverse clients?
- (8-10 pages; Graded; 25 pts, **APA and outside resources required**).

8. **Cultural Scrapbooks.** Students will form into groups. Each group will select a specific cultural group to be approved of by the instructor. The cultural group chosen should be one that all group members do not identify with but are least familiar with/exposed to. Students will complete a “virtual scrapbook” about the cultural group. This scrapbook will include materials related to BOTH the history and a description of the cultural group. Please reference research findings or other scholarly work related to the experience of this group, including counseling considerations. A list of references should be included.

As a “scrapbook”, this project is intended to be a creative and engaging method for students to learn about a culture of interest. These books will be shared in class as group presentations. 20 minutes will be allocated for each group presentation. Scrapbooks are intended to be a method for people to convey information and experiences from their own perspective. Creativity and freedom of expression are highly encouraged! Grading will be based on presentation of materials, integration of concepts, identification of cultural strengths from an appreciative stance, coherence of final project, and group participation. (Graded; Rubric on p. 12; 20 pts.)

Final Grades

Final grades will be determined on the basis of the following percentages:

Attendance	10 pts; S/U
Group participation	15 pts; S/U
Cultural Identity Analysis	10 pts; S/U
Cultural Autobiography	20 pts; graded; RUBRIC MUST BE ATTACHED
Cultural Immersion Project	25 pts; graded; RUBRIC MUST BE ATTACHED
<u>Group Project: Cultural Scrapbook</u>	<u>20 pts; graded</u>

TOTAL: 100pts

Grading scale: 100-90 pts A+/A/A-; 89-80 pts B+/B/B-; 79-70 pts C; Below 70 pts D

General Grading Rubric: SEE ATTACHED GRADING RUBRIC on page 10 of syllabus.

As a standard, “A” papers (full points) contain ALL OF THE FOLLOWING:

- *Class material and/or lecture and outside reading is referenced in each section.*
- Thoughtful, reflective; clear evidence of contemplation of question or assignment.
- Graduate-level, complex, well organized writing skills.
- On time.
- Correct grammar, punctuation, spelling.
- APA format is used correctly as assigned.
- All parts of all questions are addressed completely.

Professional Development and Identity:

As a graduate student in counselor education, you are *required* to develop competencies in professional skills such as writing, presenting, counseling, and conducting research. The standards for this class are compatible with professional guidelines set forth by the American Counseling Association. *Therefore, you will be evaluated on these specified areas as well as other pertinent skills related to mental health or school counseling.* As a graduate student at The Ohio State University, you are expected to uphold the highest level of professionalism. Your grade in this course can be *negatively* impacted by poor academic performance, professional judgment, and professional conduct. The instructor reserves the right to deduct points on any individual assignment and on the final course grade, based on the following: (a) poor collaboration with peers; (b) arriving late to class; (c) missing classes; (d) turning assignments in late; (e) inappropriate or unprofessional class performance; and (f) disrespecting instructors, teaching associates, peers, and/or staff.

Attendance Policies: Learning takes place in conversation with me and with your fellow students. If you are not present, you will not be able to participate in the evening’s conversation. Attendance (physical presence) and attention (no cell phones) will be critical as you attempt to learn all that this class has to offer. It is for this reason that full attendance and full participation *only* will merit the 10 points for attendance (except in cases of illness). If you are unable to attend the class, you are expected to obtain all the notes for the class from one of your colleagues. Please do not ask me “Did I miss anything important?” as my reply will always be “Of course you missed something important!” Furthermore, announcements about upcoming assignments will take place in the first 10 minutes of the class. If you are late, you are expected to obtain that information from someone in the class.

Inclement Weather: If the university is officially closed, class will not convene. You can log onto the University’s homepage for announcements about the University’s status. For our individual class, the instructor reserves the right to cancel or reschedule the class out of concern for the safety of the students and travel conditions. Please watch your email for messages about our individual class. If you are unable to travel to campus and class is not cancelled, please email the instructor as soon as possible; you are responsible for obtaining class notes and materials from a colleague in the class.

Help for Students: *A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; <http://www.ccs.ohio-state.edu>) for assistance, support and advocacy. This service is free and confidential.*

Academic Misconduct: The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism (from printed or *electronic* sources), collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for this behavior could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the *Code of Student Conduct* (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Different Ability Statement: Any student who feels that she or he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The Office of Disability Services provides assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) to coordinate accommodations, and visit them on the web at <http://www.ods.ohio-state.edu/>.

Grievances and Solving Problems: According to University policies available from the Division of Student Affairs, if you have a problem with this class, you should seek to resolve a grievance concerning a grade or academic practice by speaking first with your instructor or professor. Then, if necessary, speak with the department chairperson, college dean, and provost, in that order. Specific procedures are outline in Faculty Rule 3335-7-23, which is available from the Office of Student Life.

GRADING RUBRIC

TO THE STUDENT: Fill out the top of this form, with your grade and comments, and attach to your assignment.

Student name: _____ Class: _____

Assignment: _____

CRITERIA	A	B	C
Evidence of Bloom's Taxonomy Levels	Evaluate/Create using class materials and concepts	Apply/Analyze using class materials and concepts	Remember / Understand using class materials and concepts
Class material is referenced in each part of question	Class material AND EXTRA READINGS used to support ideas; ideas well cited	Class material used and cited to support ideas	Class material loosely/ infrequently used to support ideas; terms not cited
Writing Level	Advanced, well organized, complex expression	Good, organized	Basic expression, loose organization, no extension
On time	On time	Late with notification	Late
Correct grammar	No errors	1-2 errors	3+ errors
APA FORMAT	No errors	1-2 errors	3+ errors
Content	All topics addressed	1 missing topic	Multiple missing topics

Overall Grade: _____

Comments: _____

INSTRUCTOR'S FEEDBACK:

CRITERIA	A	B	C
Evidence of Bloom's Taxonomy Levels	Evaluate/Create using class materials and concepts	Apply/Analyze using class materials and concepts	Remember / Understand using class materials and concepts
Class material is referenced in each part of question	Class material AND EXTRA READINGS used to support ideas; ideas well cited	Class material used and cited to support ideas	Class material loosely/ infrequently used to support ideas; terms not cited
Writing Level	Advanced, well organized, complex expression	Good, organized	Basic expression, loose organization, no extension
On time	On time	Late with notification	Late
Correct grammar	No errors	1-2 errors	3+ errors
APA FORMAT	No errors	1-2 errors	3+ errors
Content	All topics addressed	1 missing topic	Multiple missing topics

Overall Grade: _____

Comments: _____

INFORMATION ABOUT GROUPS IN THIS CLASS:

The point of the discussion each week is to allow you a place and time to process what you are learning in a context that is safe and respectful. It will be more challenging for some than for others. The point of the group is not to attain some pre-conceived level of insight but rather to explore your own understanding as you challenge yourself and each other to expand that understanding together. This can only happen if you are open to your own discoveries and growth, and you are patient and thoughtful while others process their discoveries and move toward their own growth.

What is expected of you? Your investment in your learning means you demonstrate adherence to the following general group rules and that you will demonstrate growth in values exploration as described on the next page.

General Group Rules:

- | | |
|--|--|
| 1. Confidentiality of names and content | 5. Own your perspectives |
| 2. Arrive on time and stay for full time | 6. Be open to discovery about self and others |
| 3. Respectful interactions | 7. Become involved and invested in discussion and learning |
| 4. Honest and congruent communication | |

In this group experiences, our hope is that you will attain the highest levels possible of affective investment, as indicated by the following taxonomy (Krathwohl et al., 1964)

LEVEL OF TAXONOMY	INTERACTION DESCRIPTION
PRE-RECEIVING	➤ Uninvolved and uninvested in learning
RECEIVING a. Awareness b. Willingness to receive c. Selected attention	➤ Willing to listen to others ➤ Minimal sharing
RESPONDING a. Acquiescence b. Willingness c. Satisfaction	➤ Engage in discussion ➤ Share as appropriate ➤ Seem to enjoy interaction with others
VALUING a. Acceptance b. Preference c. Commitment	➤ Show enthusiasm for interaction ➤ Actively examine own value system ➤ Help others examine their value system with appropriate respect.
ORGANIZATION a. Conceptualization b. Organization	➤ Begin to integrate new thinking into own value system

Multicultural Counseling
EDUPAES 801.01
Winter 2012
Cultural Scrapbook Presentations

Group Members: _____

1 2 3 4 5 Presentation: Was the group professional and comfortable in front of the class? Did presenters make adequate eye contact with the audience? Did presenters use adequate volume and tone of voice?

1 2 3 4 5 Expression: Was the presentation organized, coherent, and understandable? Did it flow in a logical fashion? Did the group identify cultural strengths and assets from an appreciative perspective with appropriate language?

1 2 3 4 5 Content: Was the quality of the presentation at a graduate level? Did the group address each part of the assignment adequately? Did the presentation contain relevant, accurate information and both current and historical perspectives?

1 2 3 4 5 Collaboration: Did all group members participate equally in the presentation? Did all group members work as a team to generate and deliver the materials presented? Was there evidence of mutual respect among group members?

Overall Score: _____/20 points