

PSY I501 Multicultural Counseling
Spring 2019 Section #

Instructor:

Office Location:

E-mail:

Cell Phone #

Office Phone

Office Hours:

Virtual Office Hours: You can reach me by email or phone almost anytime

Course type: Graduate, Lecture & Discussion

Course Description: This course explores the role of increasing diversity in the U.S. population and how it will impact the delivery of mental health services. The focus of the course is on different ethnic and minority groups, their customs and values, and the impact that these cultural factors have on the utilization of psychological services.

Canvas: Candidates are required to use Canvas to access instructional material, assignments and messages. Candidates are required to upload assignments to Canvas & post messages for class discussions.

Textbooks: Hays, D. G. and Erford, B. T. (2018). *Developing multicultural counseling competence. 3rd edition* New York, NY: Pearson. ISBN: 9780134523804.

Student Outcomes & Learning Objectives.

By the end of this course, candidates will be able to:

1. Evaluate issues surrounding research and assessment of diverse populations.
2. Compare and contrast models and techniques designed to increase skills in working with a variety of diverse minority groups.
3. Apply counseling skills necessary to address the mental health needs of diverse clients, concentrating on prevention, intervention, and crisis management.
4. Examine and identify the most salient (pressing, prominent) issues in multicultural counseling to enhance your cultural competence in working with diverse clients.
5. Analyze and critique your attitudes, beliefs and previous interactions you have had with culturally diverse groups and evaluate how that may influence your future clinical work.

Major Course Assessments

Exam: You will have **FOUR** exams over the course of the class. All exams will be delivered online via our Canvas course site. These will be a mixture of multiple choice, fill in the blank and essay questions. However, essays will make up the largest portion of your exams and must thoroughly address each part of the question in order to receive full points. Strive for clarity and to explain your positions without use of generalizations. **Any information that is taken and quoted directly from the text to serve as a response will result in a grade of zero for that section of the response within essay question responses. 100 points possible for each exam.** There will be no dropped exams this term so you may be allowed to make up an exam for any of the following reasons (e.g., illness, death or serious illness in family, etc.). To do so you must contact me no later than 24 hours after the missed exam to set up a date to retake the exam. You

will then have seven days to complete the exam or a grade of zero will be entered for the exam. Makeup exams will be essay questions only.

Skills Assessments: With a partner you will do a brief role play using one of our online platforms. The role plays can be recorded or you can request that I observe you online if that is recording is not possible. I will provide a case for each of you to begin with and I will ask that you demonstrate best practices in working with that individual. These are developmental in nature so it is not anticipated that you will be at expert level during the interviews. Include a brief one page write up about what you believe went well and what after reflection you might want to improve.

Experiential Learning Activities: I will ask you to experience a situation in which you are in the minority (either due to religion, sexuality status, gender identification, race/ethnicity or something similar) at least three times over the course of the semester. You do not have to get the event you plan to attend preapproved but after you attend I want you to write up a one to two-page summary of the experience. Briefly in no more than two full paragraphs summarize the event as you understood it or as it was advertised. The rest of your write up which must be at least two full paragraphs should discuss what you learned from the experience, how you felt being in the minority group during the event, things that you may have been more aware of as a result of being in the minority, and how attending the event changed or enhanced your thoughts about the group you interacted with during the event. You may, if pressed for time, complete one of your write ups on a diverse film but it must be preapproved.

Case conceptualization: You will be presented with a clinical case at predetermined points in the course. Using the information you have gathered, your personal views of what diversity issues may be most salient, as well as consultation with me as your instructor you will be expected to develop a treatment plan for the fictitious client. You should consider major aspects of their cultural identity but should also consider if those areas need to be addressed before other concerns presented by the client.

Reflection Papers: Over the course of the semester we will cover a variety of diverse groups and issues as they relate to therapy. You will be asked to analyze ten of those groups or issues in more depth in a two to three-page paper. You will be given a brief outline to follow for these papers but the content is yours to complete. As mentioned in the exam section, any direct cut and paste or bad paraphrase of the text book will result in zero points being awarded. These should be your impression of the material that can be informed by your text books but not copied from said books. Some of these will be done by everyone in the class and will be indicated on your syllabus. The unassigned weeks you can cover anything in text or in the news that is relevant to diversity issues globally. These papers may also detail an experience that you had when you were in the minority group in a situation (gender, religion, sexuality, race, SES, etc.). You will complete eleven over the course of the semester and one will be dropped.

Self-Assessments: At predetermined points in the term you will be asked to assess your growth in terms in working with cultural diversity and what you are doing to increase your cultural competence. The assessments are expected to be approximately two pages in length and will

address what you have learned, where you still see areas for growth, and what you would like me as an instructor to help you do to advance towards those goals.

Final Developmental Paper: This assignment will focus on you and your identity as a diverse individual. There are multiple levels of diversity that we each possess and those influence how we interact with the world. I would like you to identify those various aspects that make you diverse, think of both the positive and negative aspects of those identities, discuss how those identities intersect and make you a member of several groups and finally to assess how the global you may potentially interact with the world. Think of this paper as the first attempt to know thyself to be fully present with clients and the world. You can include family traditions, travels, and interests in this paper as well and how those things shaped you as an individual. While the bulk of this paper will focus on you I would also like you to include a section that specifically addresses how your identity (or identities) will potentially impact your clinical work. This paper should also be informed by what you have learned over the course that helps solidify your “cultural toolkit” in working with others. More details of the particulars of this paper will be given in the Canvas Files section.

Participation: Online formats may not seem to provide the same level of opportunities to interact as in a face to face class and the nature of this class may make you feel less inclined to actively share your opinion. However, we will only succeed as a unit and I am going to present several options to you as a unit to find ways to increase our interaction in a way that feels good for all of us. Additionally, you need to be an engaged member of the course for your benefit, the benefit of your classmates and for my own improvement as an instructor.

Grading System:

Exams (4):	100 points each	30 percent of grade
Skills Assessments	75 points each	15 percent of grade
Experiential Learning Activities	75 points each	10 percent of grade
Case Conceptualizations	100 points each	10 percent of grade
Reflection and Self-Assessment Papers	50 points each	20 percent of grade
Final Developmental Paper	100 points	10 percent of grade
Class Participation:		5 percent of grade

Succeed at IU

You’re probably used to seeing many policy statements on a syllabus. Faculty include these statements to ensure you understand course expectations so that you can succeed in your courses. At IU, we have placed all university policies on a single website easily accessed from every Canvas course site. Simply look at the left navigation bar and click on Succeed at IU. You can find links to sites with a great deal of useful information including

- How to avoid plagiarism and cheating
- Disability Services
- FLAGS
- Tutoring centers
- Canvas Guides

- Financial Aid
- Sexual Misconduct
- Counseling
- Writing Center and much more!

My expectation is that you review university policies carefully to ensure you understand the policy and possible consequences for violating the policy. Please contact me if you have any questions about any university policy.

Technology Skills: The candidate will utilize CANVAS for class materials & submission of some course assignments; candidates will utilize technology for research and class presentations; candidates *may be* required to audio or video-record mock practice counseling sessions; candidates may be required to research credible print and electronic mental health counseling resources; Candidates will be expected to communicate with the instructor through e-mail and CANVAS.

Content Standards

The Mental Health Counseling Program of IU Southeast, IU East & IU Kokomo is based on the 2016 CACREP Accreditation Standards and the Indiana Mental Health Counselor licensing requirements as stipulated by the Behavioral Health & Human Service Licensing Board. The standards assessed in this course, I501 Multicultural Counseling, are

2.F.2.

- multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- multicultural counseling competencies
- the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- the effects of power and privilege for counselors and clients
- help-seeking behaviors of diverse clients
- the impact of spiritual beliefs on clients' and counselors' worldviews
- strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Clinical Mental Health Counseling Standards

Counselor education programs with a specialty area in clinical mental health counseling must document additional MHC standards. The specific MHC standards assessed in this course, I501 Multicultural Counseling, are:

- Foundations
 - theories and models related to clinical mental health counseling
- Contextual Dimensions
 - cultural factors relevant to clinical mental health counseling

3. Practice
 - a) intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
 - b) techniques and interventions for prevention and treatment of a broad range of mental health issues

Course Outcomes, Learning Objectives & Assignments mapped to Standards

Objective	MHC Standards	CACREP Standard	Assessment
Evaluate issues surrounding research and assessment of diverse populations.	1b, 2j	2c, 2e, 2h	Exam Reflection Paper
Compare and contrast models and techniques designed to increase skills in working with a variety of diverse minority groups.	1b, 2j	2e, 2f	Exam Case Conceptualization Reflection Paper
Apply counseling skills necessary to address the mental health needs of diverse clients, concentrating on prevention, intervention, and crisis management.	2j, 3a, 3b	2a, 2b, 2c	Exam Skills Assessment Case Conceptualization
Examine and identify the most salient (pressing, prominent) issues in multicultural counseling to enhance your cultural competence in working with diverse clients.	1b, 2j	2c, 2f	Exam Experiential learning Self-assessment
Analyze and critique your attitudes, beliefs and previous interactions you have had with culturally diverse groups and evaluate how that may influence your future clinical work.	2j, 3b	2d, 2e, 2g	Exam Experiential learning Developmental Paper Self-assessment Reflection Paper

Week	Date	Topic	Required Reading	Assignments/Activities
1	Jan 8			
2	Jan 15			
3	Jan 22			
4	Jan 29			
5	Feb 5			
6	Feb 12			
7	Feb 19			
8	Feb 26			
9	Mar 5			
10	Mar 12	NO MEETING	SPRING BREAK	
11	Mar 19			
12	Mar 26			
13	Apr 2			
14	Apr 9			
15	Apr 16			
16	Apr 23			
Finals	Apr 30			