



Master of Arts in Counseling

Course Syllabus

Course Information

COUN607 - MULTICULTURAL COUNSELING
Fall 2019
3 Semester Hours

Location/Date/Time

SB003
Wednesday, 8:30 - 11:10

INSTRUCTOR'S INFORMATION:

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Office Phone: 540.432.4213

Office Hours: by appointment

"There are times when you must speak, not because you are going to change the other person, but because if you don't speak, they have changed you." –Mary Quinn

COURSE DESCRIPTION:

Multiculturalism is both an intellectual movement and an ethical imperative within the counseling and psychology fields. This course provides an introduction to multicultural knowledge, skills and awareness that will support your work with clients. Through activities, discussion, reading and media, you will be exposed to both the theoretical movements in multiculturalism, develop skills for working with clients who differ from you. You will also explore your own values, beliefs and cultural identity and make connections to how these aspects of your personhood influence your relationship and intervention with clients.

COURSE GOALS AND OBJECTIVES:

- 1) Multicultural competencies will be explored that support a **professional counseling orientation and ethical practice** through the exploration of "advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients" (meets CACREP competency 2F.1.e)
- 2) Multicultural competencies covered in this course are designed to provide a **contextual dimension** to cultural factors relevant to clinical mental health counseling (meets CACREP competency 5C.2.j)
- 3) Cultural competencies will be explored that support an understanding of **social and cultural diversity** in the following ways:
 - a. Explorations in "multicultural and pluralistic characteristics within and among diverse groups nationally and internationally" (meets CACREP competency 2F.2.a)
 - b. Exposure to "theories and models of multicultural counseling, cultural identity development, and social justice advocacy" (meets CACREP competency 2F.2.b)
 - c. An exploration of "multicultural competencies" and their history (meets CACREP competency 2F.2.c)
 - d. Gaining proficiency in "the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others" (meets CACREP competency 2F.2.d)
 - e. Understanding "the help-seeking behaviors of diverse groups" (meets CACREP competency 2F.2.f)
 - f. Making sense of "the impact of spiritual beliefs on clients' and counselors' worldviews" (meets CACREP competency 2F.2.g)
 - g. Engaging "strategies for eliminating biases, prejudices and the processes of intentional and unintentional oppression and discrimination" (meets CACREP competency 2F.2.h)

TEACHING APPROACH:

This course combines experiential activities, class discussion, student and instructor presentation and select media for exploring multicultural counseling. **It is important that you come to class having read all assignments and responded to journal prompts in order to gain the most from this course.**

COURAGEOUS CONVERSATIONS WITHIN A COMMUNITY OF RESPECT:

Multicultural competence is built on personal awareness. Gaining awareness of our own cultural lenses (and how they influence what we see and how we respond) requires that each of us step outside our typical ways of understanding the world and the people in it. Often this can be more challenging than we first imagine. It is important that the classroom environment be one of respect and of honesty; honesty not only with others but with ourselves. Though it is not necessary for all of us to agree with one another on every topic, *it is* important that we are able to share our differing perspectives, first so that others can learn from our ideas and second so that we can learn from others.

CONFIDENTIALITY AND EQUANIMITY:

As a courtesy to one another and to add to the atmosphere of respect, students are asked to keep their peers' comments, opinions, and personal experiences in confidence. We work to create an environment in which we hold our own and one another's feelings and experiences gently and with compassion.

SYLLABUS DISCLAIMER:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

TECHNOLOGY:

The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you keep your phone and your computer/iPad in your bag, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

REQUIRED TEXTS:

Please have all readings completed by the day listed on the syllabus.

Hamid, M. (2017). *Exit West, A Novel*. New York, NY: Riverhead Books.

Johnson, A. G. (2018). *Privilege, power, and difference, 3rd ed.* New York, NY: McGraw Hill Education.

Newman, D. M. (2012). *Identities and inequalities: Exploring the intersections of race, class, gender, and sexuality, 3rd ed.* New York, NY: McGraw Hill Education.

REQUIRED COURSE MATERIALS:

Journal: you will want to select a journal with pages suitable for drawing and holding media such as watercolor, markers and glue. Sketching journals are available for as little as \$7 at local bookstores such as Barnes and Noble. **Please no lined notebooks designed for note taking.**

Recording supplies: Something to record your voice that can be turned in.

RECOMMENDED READING:

- Anderson, S. K. & Middleton, V. A. (Eds.). (2005). *Explorations in privilege, oppression, and diversity*. Belmont, CA: Brooks/Cole.
- Arredondo, P., Toporek, R., Brown, S., Jones, J., Locke, D., Sanchez, J. & Stadler, H. (1996). Operationalization of multicultural counseling competencies. *Journal of Multicultural Counseling and Development, 24(1)*, 42-78.
- Atkinson, D. R., Thompson, C. E., & Grant, S. K. (1993). A three-dimensional model for counseling racial/ethnic minorities. *The Counseling Psychologist, 21(2)*, 257-277.
- Beck, E. (Ed). (1989). *Nice Jewish girls: A lesbian anthology (revised)*. Boston, MA: Beacon Press.
- Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). *Women's ways of knowing: The development of self, voice, and mind*. New York: Basic.
- Carter, R. T. & Helms, J. E. (1992). The counseling process as defined by the relationship types: A test of Helms's interactional model. *Journal of Multicultural Counseling and Development, 20(4)*, 181-201
- Castillo, R. L. (1997). *Culture and mental illness: A client-centered approach*. Pacific Grove, CA: Brooks/Cole.
- Frankenberg, R. (1993). *White women, race matters: The social construction of whiteness*. Minneapolis: University of Minnesota Press.
- Gilligan, C. (1993). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
- Helms, J. E. (1992). *A race is a nice thing to have: A guide to being a white person or understanding the white persons in your life*. Topeka, KS: Content Communications.
- Jordan, J. V. (Ed.). (1997). *Women's growth in diversity: More writings from the Stone Center*. New York: Guilford.
- Kivel, P. (1996). *Uprooting racism: How White people can work for racial justice*. Philadelphia: New Society Publishers.
- Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (Eds.). (1995). *Handbook of multicultural counseling*. Thousand Oaks, CA: Sage.
- Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (Eds.). (2001). *Handbook of multicultural counseling* (2nd ed.). Thousand Oaks, CA: Sage.
- Pope-Davis, D.B. & Coleman, H.L.K. (Eds.)(2000). *The intersection of race, class and gender in counseling psychology (pp. 385-413)*. Thousand Oaks, CA: Sage.
- Pope-Davis, D.B. , Coleman, H.L.K. , Liu, W.M. , & Toporek, R.L. (Eds.)(2003), *Handbook of multicultural competence for counseling and psychology*. Thousand Oaks, CA: Sage Publications.
- Pope-Davis, D.B., Toporek, R.L., Ligiero, D., Ortega, L., Bashshur, M. L., Brittan-Powell, C.S., Liu, W.M., Codrington, J., & Liang, C. (2002). A qualitative study of clients' perspectives of multicultural counseling competence. *The Counseling Psychologist, 30(3)*, 355-393.
- Rastogi, M. & Wieling, E. (Eds.)(2005). *Voices of Color: First-person accounts of ethnic minority therapists (pp. 155-168)*. Thousand Oaks, CA: Sage.
- Rogers, C. (1954). *On becoming a person: A therapist's view of psychotherapy*. Boston: Houghton Mifflin.
- Roysircar, G. , Sandhu, D. S. , & Bibbins, Sr. V. E. (Eds.) (2003). *Multicultural competencies: A guidebook of practices, In (pp. 217-229)*, Alexandria, VA: Association of Multicultural Counseling and Development.
- Schnitzer, P. K. (1996). "They don't come in!" Stories told, lessons taught about poor families in therapy. *American Journal of Orthopsychiatry, 66(4)*, 572-582.
- Slattery, J. M. (2004). *Counseling Diverse clients: Bringing context into therapy*. Belmont, CA: Brooks/Cole.
- Toporek, R.L. & Reza, J.V. (2001). Context as a critical dimension of multicultural counseling: Articulating personal, professional, and institutional competence. *Journal of Multicultural Counseling and Development, 29(1)*, 13-30.
- Zinn, H. (1990). *A people's history of the United States*. New York: Harper.

SCHEDULE AND TOPICS:

Course Schedule

J = Johnson; N= Newman

| Date | Subject | Reading/Assignments Due |
|-------------|---|---|
| 8/28/19 | Introduction/Foundations | |
| 9/04/19 | Identities: Manufacturing, portraying, and learning & Identity development models | N. Ch. 1-4; Moodle: Sue & Sue, 2016, Chapters 11-12 and <i>American Values</i> article Self-Interview (Part I) Due |
| 9/11/19 | Race and Racism | N. Ch. 5; Moodle: <i>Unpacking the invisible knapsack, Toward a pedagogy of the oppressor, & Implicit bias</i> articles For your journal: Take the implicit associations test (IAT) which can be found on Project Implicit at Harvard. Reflect on your IAT results (include the results printout). You will repeat this test close to the end of the semester. |
| 9/18/19 | Privilege, power, and difference | J. Ch. 1-2 & 4-7; Moodle: <i>White fragility</i> article |
| 9/25/19 | Gender | N. Ch. 7; Moodle: <i>Complexity of gender in counseling</i> article Book Reflection Due |
| 10/02/19 | Sexuality | N. Ch. 8; Moodle: <i>ALGBTIC counseling competencies & Straight privilege</i> articles |
| 10/09/19 | Poverty and Social Class | J. Ch. 3; N. Ch. 6; Moodle: <i>Neurobehavioral effects of poverty</i> article |
| 10/16/19 | Disability, Ageism & Spiritual Diversity | Moodle: <i>What could I know, Counselor attitudes, Guidelines for counseling older adults, & Integrating spirituality into psychotherapy</i> articles |
| 10/23/19 | Understanding individuals and families of African and Arab descent | Moodle: <i>Counseling Arab Americans, African American client, & Training from culture-specific perspectives (Preface-pg. 5)</i> articles |
| 10/30/19 | Understanding individuals and families of Latino and Asian descent | Moodle: <i>Hispanic American client, Understanding tiger parenting & Training from culture-specific perspectives (pgs. 12-25)</i> articles |
| 11/06/19 | Understanding individuals and families of Native American and European descent | Moodle: <i>Training from culture-specific perspectives (pgs. 6-11)</i> |
| 11/13/19 | Counseling practice: Microaggressions, barriers, and counseling style | Moodle: Sue & Sue, 2016, Chapters 6-8 and <i>Broaching the subjects...& Cultural auditing</i> articles In Class: Counseling dyads |
| 11/20/19 | Multicultural conceptualization | Moodle: <i>Ten frequent assumptions of bias in counseling</i> article Self-Interview (Part I) Returned Session Analysis and Treatment Plan Due |
| 11/27/19 | Thanksgiving Break – No class | |
| 12/04/19 | Advocacy, social justice, and other takeaways | J. Ch. 9; N. Ch. 9; Moodle: <i>Addressing clients' racism, Bringing advocacy counseling to life, & Multicultural and social justice counseling competencies</i> articles Self-Interview (Part II) Due Final Draft of Session Analysis and Treatment Plan Due In Class: Share Advocacy Project and Take the Intercultural Development Inventory (IDI) For your journal: Retake the implicit associations test (IAT) which can be found on Project Implicit at Harvard. Reflect on your results (include the results printout) and what you make of changing/constant aspects of the test. |
| 12/11/19 | Review and Reflect/Celebration of Identity | Journals Due In Class: Present Cultural Identity Projects |

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

GRADING & BREAKDOWN OF EVALUATION:

A+ = 461-475 A= 443-460 A- = 428-442 B+ = 413-427 B = 395-412 B- = 381-394 C = 333-380

| | | |
|--------------------------------------|----|-----------------------|
| Classroom Participation | 50 | } 475 points possible |
| Journal | 50 | |
| Cultural Identity Exploration | 50 | |
| Self-Interview, Part I | 25 | |
| Self-Interview, Part II | 50 | |
| Book Reflection | 50 | |
| Advocacy Project | 50 | |
| Counseling Dyad | 50 | |
| Session Analysis | 50 | |
| Conceptualization and Treatment Plan | 50 | |

ASSIGNMENTS:

Participation: Your full participation is requested. Discussion is an integral component of this class and requires your attention and presence. You are expected to demonstrate a professional attitude and participate in a way that is respectful of yourself and others.

During this course, as a student, a future counselor, and as a person, you will be exposed to various sensitive/challenging topics, discussions, videos and other material that will require you to do some personal exploration/evaluation. You are also encouraged to share your personal views and experiences with class/group members, and disclose some personal information if you wish to do so. Your contributions may involve personal challenge and risk, may create discomfort and a sense of vulnerability. In essence, there is risk involved in being a class/group member. It is the same risk and vulnerability that we as facilitators will embrace as members of this class. I see this personal exploration and process as an essential component of your education and your personal growth and also recognize the potential for others to grow as professionals and as human beings.

I have chosen the materials, speakers, texts, and readings for this course very carefully and professionally. However, we cannot control who will be personally offended or uncomfortable with what is presented. If you feel any discomfort, you may always bring it up to the group to be evaluated or with us outside of class. You may also choose to stay silent or leave the classroom environment. However, I encourage you to evaluate your discomfort and face the challenging issues for your personal and/or professional growth. Practicing being immediate has the potential to enlighten those around you, as well as yourself, in addition to informing your future work as a clinician.

Multicultural Competencies are broken down into three primary categories: **awareness, knowledge, and skill**. In this course, you will be asked to demonstrate growing competency in each of the three areas.

Awareness: You have three opportunities to demonstrate your growing multicultural awareness: a class journal, a personal cultural exploration, and a final reflective activity.

Journaling (50 points): you are asked to “free write” in response to some aspect of the content of the day’s class or something compelling, happening outside of class related to the course and its content. Your completed journal should contain a response for each class session, but you are welcome to write more. Journal entries are evaluated on the level of thought and thoroughness that goes into each entry and not on the content, positions or opinions contained within. The second aspect of your weekly journal is to note events in the news or in your immediate environment that reflect oppression or bias, either personal or systemic. **Due on 12/11/19.** (This assignment meets the requirements of CACREP standards 2.F.1.e; 2.F.2.d; 2.F.g; 2.F.2.h; 5.C.2.j)

Cultural Identity Exploration (50 points): The personal cultural exploration is an identity development project. This project should represent a creative exploration of intersections of your cultural identities (ethnicity, gender, ability status, spirituality, and so on.) This might include original art, a photo or video journal, a piece of original music, or other creative project that illustrates who you are across multiple aspects of your identity (see attached appendix for more details). We will share these creations on the **last day of class (12/11/19)**. Please check in with me with your plan for this activity if you are unsure if your project is appropriate. *(This assignment meets the requirements of CACREP standards 2.F.2.c; 2.F.2.d; 2.F.2.h; 5.C.2.j)*

Self-Interview Part I (25 points): Included within this syllabus please find the “Self-Interview Tape Protocol.” **Before reading any course materials**, please find a comfortable space or make use of one of the counseling rooms, and make an audio or visual recording of your answers to the questions listed in the self-interview. It is important that you answer all questions and that you answer honestly. I will collect these recordings on **9/04/19** and place them in a “vault.” **I will not listen to your tape**, it is for you to respond to in the Self-Interview Part II: I will return these to you on 11/20/19. You will be given full credit for turning in a recording. *(This assignment meets the requirements of CACREP standard 2.F.2.d)*

Self-Interview Part II (50 points): For this assignment, you are asked to listen to the tape of your self-interview and reflect on your experience of listening to your tape. What do you notice about your tape now that you have some distance from it? Have your thoughts or ideas changed or grown since your initial interview. What, if anything surprises you as you listen to yourself now. You do not need to share your opinions if you are not comfortable doing so, but I do ask that you offer a thoughtful reflection on the experience of listening to your tape and anything you learned from hearing it. The reflection on the Self-Interview is **due 12/04/19**. *(This assignment meets the requirements of CACREP standards 2.F.2.c; 2.F.2.d)*

Knowledge (2): You have two opportunities to demonstrate your growing knowledge of multiculturalism in the counseling field through a book reflection and an advocacy project.

Book Reflection (50 points): We will all read, “Exit West, A Novel” by Mohsin Hamid, this year’s collective read for the Eastern Mennonite University campus. To fulfill this requirement, you are asked to read the book and write 2-3 pages describing what you took away from the book and how your reading of this book may help you to be a more culturally competent counselor. In your writing, address the following: 1) The sociopolitical context presented in the book. (What was the main character’s world like; how was the character treated by society; what were the character’s experiences with racism and/or oppression); 2) Other factors, both positive and negative, that influenced the main character or significant character (family concerns; financial and class issues; educational attainment; the character’s personality); 3) The main character’s (or a significant character’s) identity development; and 4) Counseling implications for that character. That is, if that character were your client, what do you think his or her counseling issues may be, and how would you address them? Your book reflection is **due on 9/25/19**. *(This assignment meets the requirements of CACREP standard: 2.F.2.a; 2.F.2.d)*

Community Advocacy Project (50 points): This project is a group project in which you identify an issue happening on campus, in the local community or within the state of Virginia that affects marginalized clients (any marginalized population). In this project you will identify the concerning issue, investigate how it is understood by the people who experience it and develop and carry out an action plan for intervention (see attached appendix for more details). We will share our experience of this project(s) on **12/04/19**. *(This assignment meets the requirements of CACREP standards: 5.C.2.j; 2.F.2.b; 2.F.1.e)*

Skill (3): You have an opportunity to demonstrate your budding skills through one assignment with three components, a) session tape b) analysis of the session and c) a written treatment intervention plan. **This combined assignment is worth 150 points and constitutes a competency assignment.**

- **Cross-Cultural Session (counseling dyads) (50 points):** On **11/13/19**, you will be paired with a first-year student to tape a counseling session focused on culturally salient aspects of self. Like you, these students will have taken the Intercultural Development Inventory (IDI). This session is an opportunity for you to demonstrate broaching skills and other developing multicultural competencies. This session has two required elements that are companion to it:

- **Session Analysis (50 points):** Write a brief reflection, 2-3 pages, analyzing your taped cross-cultural counseling session. Focus specifically on the ways in which you were able to apply what you have learned within your counseling session. Additionally, reflect on missed opportunities and what you hope to do differently in similar future sessions. Finally, reflect on your own cultural development and how that impacted your ability or inability to understand/relate to your cross-cultural client. This assignment is **due 11/20/19 with a final draft due on 12/04/19.** (*This assignment meets the requirements of CACREP standards 2.F.2.a; 2.F.2.c; 2.F.2.d; 2.F.2.f; 2.F.2.g*)
- **Case Conceptualization and Written Treatment Plan (50 points):** Write a thorough but concise case conceptualization and treatment plan (4-5 pages) focusing on the primary concern in your session, a case conceptualization of your “client” considering your client’s identities and the intersectionality of identities, and how that identity or identities impact the difficulty your client brings, and make appropriate assessment and intervention recommendations for your cross-cultural client. Provide a rationale for why you are making the treatment decisions you propose. You also need to discuss any special considerations for intervention given your client’s cultural context and any issues that might arise given your own cultural heritage. This assignment is **due 11/20/19 with a final draft due on 12/04/19.** (*This assignment meets the requirements of CACREP standards 2.F.2.c; 2.F.2.d; 2.F.2.f; 2.F.2.g*)

Note: All work must demonstrate competency in the related area and **reflect graduate level work in critical thinking, effort and writing. You are encouraged to submit a self-evaluation (grade) with each assignment.** Together we can meet to discuss differences that emerge in the evaluation of your work.

“It is certain, in any case, that ignorance, allied with power, is the most ferocious enemy justice can have.”—James Baldwin

UNIVERSITY AND DEPARTMENTAL POLICIES:

Writing Guidelines: Writing *will* be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. All written work must conform to APA writing style standards.

Academic Integrity Policy (AIP): Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean’s office. Repeated violations will invoke a disciplinary process.

Turnitin: Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU’s Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see: http://turnitin.com/en_us/features/demos.

Moodle: Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Academic Support Center: If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

The Hartzler Library offers research support (via e-mail, chat, phone, or SSC campus) and the library home page offers subject guides to help start your research. These resources are accessible from the library home page: <https://emu.edu/library/>

Institutional Review Board: All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

The IRB requires all researchers submitting proposals to complete the online researcher training provided by NIH (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal."

Graduate Writing Center: Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.

Course Extensions and Outstanding Grades: For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

Academic Program Policies:

<http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf>
<http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf>

Title IX: *The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU. It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them.* For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office

directly, Rachel Roth Sawatzky, Title IX Coordinator, can be reached at 540-432-4849 or rachel.roth.sawatzky@emu.edu. Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

Self-Interview Tape Protocol

(This assignment meets the requirements of CACREP standards 2.F.2.c; 2.F.2.d)

For this assignment you will need an audio recording device (video is ok, too) and something to store your recording on (Tape, CD, DVD, etc.) **Before you read anything assigned for class** and without talking with others in advance, please make an audio recording of your responses to the following questions. You will need to bring this recording to class with you to next Wednesday's class.

I will hold your recording for you but I will not listen to your tape. Because I will not listen to your tape, this is an opportunity for you to be completely honest with yourself about your feelings (positive and negative), fears, excitement, anticipation and hopes, etc. Your tape will be returned to you near the end of the semester in order for you to be able to complete your final reflection activity. Your honest responses will give you a much better sense of what you have learned as the semester progressed, what you have brought to the class, insight into any attitude changes or realizations that develop over the course of the semester, and will provide you with a unique opportunity to reflect on what next steps you would like to take in your multicultural competency.

If possible, please make this tape in one sitting.

1. Describe your racial or ethnic identity.
 - a. What does it mean to you?
 - b. What role do you think your racial or ethnic identity plays in your total identity and why? (Is it important/central, unexplored or peripheral? Explain.)
2. *In your experience*, what role do you feel racism plays in the world today? How about sexism? Is this a real problem in 2018? Do you feel that the LGBT (Lesbian, Gay, Bisexual, and Transgendered) community has adequate rights in the United States today? Do people still discriminate against the disabled?
3. How prepared do you feel **(today, in this moment)** to work with people with vastly different backgrounds than your own?
4. When you think about your role in the mental health profession, what do you think will be your biggest challenge in working with those who are culturally different from you?
 - a. Do you feel less comfortable with or less knowledgeable about a particular group?
 - b. Do you feel you may be more tolerant of any particular group?
5. How important do you think *your* race, ethnicity, gender, age, sexual orientation or physical ability will be to *your clients*?
6. How comfortable are you with talking with people of a different sexual orientation from your own about issues concerning sex and sexuality, or about issues that affect the LGBT community. For example, how might it be different for you to talk openly about sexuality and relationships with a person or couple who are straight vs. gay or lesbian?
7. What will be the biggest hurdle for you as we discuss sensitive topics related to privilege and oppression?
8. What strength, knowledge or experience do you bring to our class that will help to forward our cultural competencies?
9. What traits or tendencies do you have that might impair others from growing or feeling comfortable in our classroom (sometimes argumentative/defensive, tendency to interrupt others, etc.)? How might you work to transform these traits?
10. What fears or concerns do you have as we enter the semester? What do you hope to take away from the class?

This activity should take between 30-60 minutes.

Due: 9/04/19

Cross-Cultural Session Question Pool

(This assignment meets the requirements of CACREP standards 2.F.2.c; 2.F.2.d; 2.F.2.g)

We will interview a first-year student about cultural identity in order to give you an opportunity to practice broaching and to support another student in better understanding him or herself as a cultural being.

You may want to remind this student that you will write a paper about your own experience of your time together but that the content of what is said will be held in confidence. Please keep this promise.

What follows are some questions that you might draw from in your conversation together:

- We generally think about culture as including gender, race, ethnicity, sexual orientation, age, spirituality and religion and ability status. Of these aspects of cultural identity, which feels most important to you personally?
- How does this aspect of your identity play a role in who you are?
- How does it influence how others experience you? How do you think others experience your identity?
- How does it play a role in how you approach challenges in your life? Is this aspect of your identity ever a source of your life challenges?
- How about other aspects of your identity? How do they interplay with this very salient aspect of identity?
- How were you affected by your IDI results? What resonated with your own experience of yourself and what surprised you? How have you made sense of that experience?

Interviews take place in class: 11/13/19

Rubric for Session Analysis, Case Conceptualization, and Treatment Plan

(This assignment meets the requirements of CACREP standards 2.F.2.c; 2.F.2.d; 2.F.2.f; 2.F.2.g and constitutes your multicultural competency assignment and should be placed in your Competency Portfolio)

This assignment has several parts: a Session Analysis, a Case Conceptualization, and a Treatment Plan.

Session Analysis (50 points):

For the session analysis portion of your assignment you should write a brief reflection, 2-3 pages, analyzing your taped cross-cultural counseling session. Specifically consider the following:

First, review the tape of your session and describe the strengths of your work with your client and explore any skills or interventions you feel you would do differently should you have an opportunity to do this again. This section of your paper will be graded on your ability to accurately reflect on your skills, being neither overly critical nor overly generous in your evaluation.

Second, describe any broaching that you did. Did you explore any differences between you? How did that feel for you? How did you connect aspects of identity with the “problem” your client described? How did bringing this aspect of identity forward work to flesh out the difficulty your client described? Did you feel it was potentially facilitative in supporting your client’s explorations of the concern?

Finally, reflect on your own cultural development and how that impacted your ability or inability to understand/relate to your cross-cultural client. Be sure to consider your own IDI results. Did you find yourself comparing your own cultural understanding with your client? Did you worry that they might be more or less advanced than you? How did that impact relatability? How did that impact your session?

Finally, please describe what you feel will be challenging for you and beneficial in broaching in the cross-cultural counseling environment as you continue as a counseling professional.

Case Conceptualization (review guidelines for case conceptualization and treatment planning):

For this part of the assignment you will need to develop a case conceptualization of your “client” using your client’s identities and the intersectionality of identities, if you were able to get to those, and how that identity or identities impact the difficulty your client brings.

Remember to avoid using objectifying language and to instead to describe your client in terms that would resonate with him or her.

Treatment Plan:

For this section of the assignment, assume you are going to continue working with this person and that you must develop a treatment plan for your work together.

Elements of your treatment plan should include:

- Statement of the “problem” or difficulty your client has presented
- Two to three goals for your client
- Identify culturally appropriate interventions given your client’s difficulty and cultural identity (make good use of your book and/or outside research to support your selection)
- You may use the treatment plan format of your choice but be sure to identify objectives, or their equivalent, for your goals
- Provide a rationale for why you are making the treatment decisions you propose. You also need to discuss any special considerations for intervention given your client’s cultural context and any issues that might arise given your own cultural heritage.

Your treatment plan will be graded based on the depth and quality of your ‘problem identification’, and the appropriate selection of interventions given the cultural context your client occupies.

This assignment is **due 11/20/19 with a final draft due on 12/04/19**. *(This assignment meets the requirements of CACREP standards 2.F.2.a; 2.F.2.c; 2.F.2.d; 2.F.2.f; 2.F.2.g)*

Rubric for the Community Advocacy Project

(This assignment meets the requirements of CACREP standards: 5.C.2.j; 2.F.2.b; 2.F.1.e).

The community action project is an opportunity to explore the role of advocate in the counseling profession.

Your first step is to identify an issue that concerns you, something that affects the university, local community, the counseling profession or citizens of the Commonwealth of Virginia.

Develop an action plan focused on this issue by first defining the issue or concern:

- Explain the source of the issue and what sustains the problem.
- Please be sure to describe how the people who are directly affected by the problem see this issue.
- Describe the solutions that these people see as possibilities.

Describe your proposed plan of action, being sure to analyze your plan’s feasibility for this course assignment:

- What steps might be taken to act for and with this group?
- What organizations or bodies need included in these efforts?
- What obstacles to your plan do you foresee?
- What timeline do you propose? Is it feasible for this course?

Execute your proposed plan and reflect on your experience:

- What went as planned and what could be improved in the future?

We will discuss in class on 12/04/19.

Rubric for the Cultural Identity Exploration

(This assignment meets CACREP standards 2.F.2.d; 2.F.2.c.;2.F.2.g.; 2.F.2.h.; & 5.C.2.j)

This assignment offers a great deal of latitude for creative expression of your personal cultural identity.

What you should include:

You will need to represent all 7 aspects of your identity (gender, sexual orientation, race/ethnicity, spiritual orientation/religion, socio-economic status, ability status, and education)

What you should expect to share:

We will share our creations together on the final day in a celebration of who we are. Be prepared to share your project for about 5 minutes. This will give everyone time to either describe all of their project or to showcase some feature of the representation.

How you will be evaluated:

You are being evaluated on the effort and thoughtfulness of your project and not the artistry or expense.

Successful projects have included a range of projects from highly involved projects like the composition of original music, creation of an identity quilt, an identity stained glass piece, a painting, or a painted plate (such as from You Made It Yourself).

Less involved but equally successful projects have included collage, compilations of poetry and/or music, photo-journal.

Please avoid last minute projects such as gluing 7 magazine pictures on poster board. Thoughtfulness is key. Your project should reflect the meaning you have gained from the identities you depict in your project.

I am happy to talk with you about your project and help you cultivate ideas for this project.

Questions you might ask yourself as you explore your options:

- What medium is fun, interesting, inviting or am I curious about working with?
- What would be meaningful to me to take away from this project?
- What aspects of my identity should be featured most prominently? Which can have less importance?
- What symbols inspire me? How might these symbols be linked to aspects of my identity? How might I represent these symbols in my project?

Due: 12/11/19

Core 2: Social and Cultural Diversity
Multicultural Competency Assignment: Session Analysis & Tx Plan

An overall score above 4 indicates that the competency has been satisfied. If you score below a 4 and are asked to revise your competency assignment, please include both drafts and scoring rubrics in your Master Competency Portfolio.

| Category | Criterion | 1 (Needs work) | 2 (Meets minimum expectations) | 3 (Demonstrates competence) | 4 (Demonstrates proficiency) | 5 (Illustrates mastery) |
|-------------------------------|--|---|---|---|--|---|
| 1) Content – Session Analysis | Identifies one’s own competency strengths and growth edges | Student’s strengths not addressed or growth edges not addressed | Strength and growth areas are discussed briefly | Strengths and growth areas are touched upon but lack depth | Strong reflection of either growth or skills | Insightful reflection of growth and skill |
| Content - Conceptualization | Conceptualizes client within the context of their various identities as well as the influence of systems of oppression and privilege | Cultural issues not in evidence | One key multicultural concern identified | Some cultural concerns are identified while other key issues are left unaddressed | The most pressing cultural concerns are identified | All cultural concerns identified and explored |
| Content – Treatment Plan | Identifies key appropriate & culturally responsive interventions | Appropriate & culturally relevant interventions not addressed | One key appropriate & culturally relevant intervention discussed | Some appropriate interventions discussed while others are left unaddressed | Most pressing concerns are paired with appropriate interventions | A wide array of appropriate interventions are discussed |
| 2) Synthesis | Makes clear connections across relevant topics | Relationship between ideas is not clearly articulated | While several ideas are connected, other ideas are not well integrated | Ideas and their connections are made clear | Implications of the ideas discussed are made clear | Ideas, their implications and relationship are clearly articulated |
| 3) Rhetoric | Written with a coherent, clear structure that supported the review | Poorly conceptualized, haphazard | Structure and grammatical errors jeopardize the ideas presented | Some coherent structure; few grammatical errors or spelling flaws | Strong structural outline, free of grammatical errors or spelling flaws | Well developed, coherent and free of grammatical errors or spelling flaws |
| | Followed APA v. 6 | Does not follow APA for citation management, paper style, etc. Makes many errors. | Conveys a hint of knowledge regarding APA format, makes several errors in documentation style | Makes a valiant attempt to follow APA for citation management, paper style, etc. | Cites sources for all quotations and usually cites, makes minimal errors in APA format and style | Makes virtually no errors in APA documentation |

Student name: _____

Faculty Reviewer: _____

Date: _____

Total Grade: _____ /5