



**HDCO 563: Multicultural Awareness
Fall 2024 - Montana State University**

Instructor: [REDACTED], Ph.D., LCPC

Class Time: Thursdays, 9:25 – 12:05

Location: Herrick 117

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Office Hours: by appointment

Office: Herrick 318

Prerequisites: Graduate standing and permission of the instructor

Course Description: This course explores the relationships and power dynamics between social organizations, processes of historical change, social stratification (race, gender, sexuality), individuals and family structure. This involves a strong personal reflective component, as we are responsible as health practitioners for understanding our own biases, assumptions and values that color the way we interact with those from diverse backgrounds.

CACREP Content Areas

1. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (2.F.1.e)
2. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (2.F.2.a)
3. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (2.F.2.b)
4. Multicultural counseling competencies (2.F.2.c)
5. Impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (2.F.2.d)
6. Effects of power and privilege for counselors and clients (2.F.2.e)
7. Help-seeking behavior of diverse clients (2.F.2.f)
8. Impact of spiritual beliefs on clients' and counselors' world views (2.F.2.g)
9. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (2.F.2.h)
10. Theories of individual and family development and transitions across the lifespan (2.F.3.a)
11. Systemic and environmental factors that affect human development, functioning, and

behavior (2.F.3.f)

12. Strategies to promote client understanding of and access to a variety of community-based resources (2.F.5.k.)

CACREP Specialty Area Standards Obtained:

MH: 5.C.1.c, 5.C.2.i, 5.C.2.j, 5.C.3.a, 5.C.3.b, 5.C.3.e

SC: 5.G.2.a, 5.G.2.f, 5.G.2.g, 5.G.2.k, 5.G.2.m, 5.G.3.h, 5.G.3.o.

MFC: 5.F.1.d, 5.F.2.b, 5.F.2.d, 5.F.2.m, 5.F.3.a., 5.F.3.b, 5.F.3.c

Rationale for the Course: Counselors in the 21st century are expected to demonstrate multicultural and advocacy competence, be systems change agents, and advocate for social justice. The need for counseling professionals to develop multicultural and advocacy competence is supported by the American Counseling Association (ACA) 2005 *Code of Ethics* and the American School Counseling Association (ASCA) *Ethical Standards for School Counselors* (2004). Graduate students outside of the counseling program who are training to become health practitioners can also apply class material and conversations to their intended work with diverse populations.

Course Objectives - Students will:

- Develop an awareness of their attitudes, beliefs, and understandings of acculturative experiences; identify biases regarding various social groups and the similarities and differences within and between groups
- Demonstrate an understanding of the role and relationships of the individual cultural identity development versus group cultural identity
- Increase their knowledge and identify multicultural and pluralistic trends within and among diverse groups
- Demonstrate culturally appropriate counseling interventions when working with diverse clients
- Uses advocacy to address institutional and societal barriers that impede human development; able to identify micro/macro-level strategies to address social, political and economic barriers of human development
- Operationalize the multicultural competencies and culturally appropriate intervention strategies
- Demonstrate an understanding of how living in a multicultural society effects clients seeking mental health counseling, career counseling, and students in a school setting
- Understand the counselor's role as a change agent and advocate; understand ethical and legal issues that may arise as they relate to multicultural and social justice advocacy.

Course Readings

Required: Thomas, A.J. & Schwarzbaum, S.E. (2016). *Culture and identity: Life stories for counselors and therapists*. 3rd Edition. Sage, Los Angeles, CA.

Other readings posted on d2l.

Course Assignments

Attendance, Class Participation & Reading- 50 pts.

Due to this class's active, experiential nature, attendance and engagement is essential. This is a graduate program, and class participation is expected in a respectful, professional manner. This course is taught in a manner that provides a safe, welcoming, and inclusive environment for all students of all racial, ethnic, and gender identities and variances, sexual orientations, economic classes, ages, ability statuses, and religions. Students are expected to use language that is respectful and culturally appropriate. Please come to class ready to discuss the material and your response to it. This course requires deep processing and engagement from each student, and the discussion

will be enriched if everyone is prepared.

You are expected to attend all classes. Exceptions for health, emergency, or professional training can be made. Still, you must be proactive in communicating the need to miss class ahead of time and demonstrating effort to make up for missed class time. Each unexcused absence will result in a 10-point deduction from your participation grade. If you have more than three unexcused absences, there will be a conversation about the potential of needing to drop or take an incomplete in the course.

***Use of ChatGPT**

This class will strive to create an environment that fosters learning, critical thinking, and effective communication. To achieve these goals, I have decided to prohibit using ChatGPT or similar tools during this course.

While ChatGPT and other language models can be powerful and useful tools in certain contexts, I believe that relying on them for this course undermines the learning objectives. I want you to develop your skills in independent thinking, problem-solving, and engagement with the subject matter. By restricting AI language models, you will utilize your knowledge, creativity, and critical analysis to complete your assignments and actively participate in class discussions.

I understand that technology plays an increasingly prominent role in various aspects of our lives, and I acknowledge its potential benefits. However, in the context of this course, I believe that relying on personal effort and intellectual exploration will enhance your learning experience and contribute to your long-term development as a knowledgeable and well-rounded individual.

It is important to note that this requirement applies to all aspects of the course, including assignments, exams, and any form of communication related to the course content. Any use of AI language models, including ChatGPT (with the exception of formatting tools like AutoCorrect or Grammarly), during these activities will be considered a violation of the student code of conduct. Should you have any questions or concerns regarding this course expectation, please feel free to discuss them with us. I am here to support and guide you throughout this educational journey.

Personal Reflections - 75 pts.

Due to the introspection involved in this course, this assignment is designed to facilitate your processing outside of the classroom. The aim is for you to continue to find clarity in processing internally on your own versus externally in class. In each reflection, attempt to capture your intellectual, personal, or experiential discoveries made **in and outside the class**.

At least two (and a maximum of all three) of the entries will capture your reflection on your engagement in the **outside-the-class**, culturally relevant experience. While we can argue that any activity can be viewed through the lens of cultural interpretation, for the purpose of this assignment, please use your agency to identify 2 or 3 venues (places of worship, food bazaar, drag show, concert, etc.) that you would attend unlikely without motivation to fulfill this class requirement.

Please use this as an opportunity to discuss your reactions or reflections on your experiences. This is also an opportunity to reflect on your own cultural identity development and discoveries.

There will be a Discussion topic in d2l titled: "Cultural Experiences in Fall 2024." Once you identify the 2-3 venues you commit to attending this semester, please post your choices to a new thread you create for yourself. This is to serve others as an inspiration for the exploration of venues they may think of without their peers' assistance. Please do **NOT** post your reflections in the Discussions, and only in the Assignments tab.

You will submit your reflections in the form of (a) writing (style of writing: diary, journal, poem, short story), (b) up to 3-minute-long video diary, (c) art/visual representation (plus a 1-paragraph-long reflection tied to your art piece). You choose which reflection will be done in which format, but you need to do one. I am purposefully leaving the parameters of this assignment broad. This should not be taken as an opportunity to engage only partially. Whatever medium you use, I expect to find evidence of intention and rigor in how you express your process. It's due by 11.59p on the due date.

Cultural Interview - 50 pts.

Two-fold assignment:

1. Individual students will participate in a field interview project. You will interview a person from a culture other than your own. While it is important to identify the specific culture of the individual you are interviewing, in sharing the individual's experience of their own culture, please respect the individual's confidentiality and do not include their name. Interview someone face-to-face (teacher, student, professional, parent, friend, colleague, neighbor, etc.) with a different cultural identity than your own. (max 4 pages)
2. ~~Reflect on the memoir your chose to read for this class. (max 2 pages).~~

Cultural Self-Portrait, Family Tree Exploration- 75 pts.

Students will generate a narrative cultural portrait of themselves. Please utilize your own knowledge (discovered self-awareness and reflection of your own cultural identity and beliefs), talk with your immediate and extended family members, your partners, call your grandmother's neighbor of 30 years to get his/her perspective of your family's culture, do some research about your heritage! The following questions will guide your cultural self-portrait, family tree exploration: Utilization of the following prompts will be helpful-

- Who am I as a cultural being? What is my cultural profile made up of?
- How have the different dimensions of culture influenced who I am as a person?
- How does my culture influence my relationships?
- How do I think that my cultural background and attitudes will help me in working with culturally diverse clients?
- How do I think that my cultural background and attitudes will hinder me in working with culturally diverse clients?
- Include a 3-generation cultural genogram
- Utilize at least 5 references (texts and peer-reviewed journal articles) that supplement and inform your stances.

Respond to each of these questions thoughtfully and thoroughly. The Cultural Self-Portrait narrative should integrate personal examples and reflections. An 8–10-page paper in strict APA style will be submitted on D2L.

Portfolio Assignment (KPI 6): Advocacy Group Project- 75 pts.

Meets the following CACREP outcomes: 2.F.1.e

MH: 5.C.1.c, C.2.i, C.2.j, C.3.a, C.3.b, C.3.e. **SC:** 5.G.2.a, G.2.f, 5.G.2.g, G.2.k, G.2.m, G.3.h, G.3.o

MFC: 5.F.1.d, F.2.b, F.2.d, F.2.m, F.3.a., F.3.b, F.3.c

This group project will serve as your final for this class. The final presentation should last 30 - 40 minutes and will be presented in class. There are three critical pieces to this project:

1. Identify a vulnerable/marginalized group of interest and provide an in-depth cultural summary. The population must stem from one of the primary domains of culture (socioeconomic status, race/ethnicity, religion/spirituality, and sexual orientation). It must be a group that counselors are likely to encounter in their practice. Extensive research on the group is necessary to provide a complex and integrated presentation.
2. Identify the group's critical issues and needs. Use the literature to support this. This section of the presentation will synthesize the knowledge students gain about oppression, advocacy, and their relationship to the counseling profession.

Some examples of a “critical issue” could be the investigation and advocacy for:

*Access for differently abled clients to mental health or educational services

*Underrepresented students in gifted & talented programs

*Access to mental health services for people who have served prison time.

3. Construct an Advocacy Plan:

- Select and describe a school, institution, agency, or community as a target site.
- Collect information from the target site, which you will use to identify a systemic problem/oppression that prevents student, client, family success.
- Develop a realistic advocacy plan based on your assessment of the systemic problem/oppression.
- Provide a concise, bulleted handout representing your advocacy plan to your classmates and present your proposal for change/advocacy in class.

Grading- 325 points possible

Class Participation: 50

Personal Reflections: 75

Cultural Interview: 50

Cultural Self Portrait: 75

Advocacy Project: 75

Final grades will be calculated as follows:

A = 94 - 100	B = 84 – 86	C = 74 – 76
A- = 90 - 93	B- = 80 – 83	C- = 70 – 73
B+ = 87 - 89	C+ = 77 - 79	D = 60 - 69 pts.

Confidentiality:

Like other courses in the Counselor Education Program, this course requires students to maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation.

Classroom Etiquette

Respect for self, others, and the graduate counseling program. Please turn off cell phones. Please be attentive during class lectures and discussions. Please do not check email, text, visit social networking sites, or write in your planner during class.

Reasonable Accommodations for Students with Disabilities:

If you have a diagnosed disability or believe that you have a disability that might require “reasonable accommodation” on the part of the instructor, please advise the instructor through university documentation. It is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation. Please follow the link to read more about the policy and procedures.

https://www.montana.edu/policy/hr_policies/reasonable_accommodations_for_employees.html

You may initiate contact with disability services through the following link:

<https://www.montana.edu/disabilityservices/>

Tentative Schedule 2024

Date	Topic	Assignments/Reading Due	CACREP
Week 1: 8/22	Syllabus Review Introduction to MC Identity/ Worldview Cultural Humility *Advocacy Project – group assignment	Call out - Article T&S: Section I	2.F.2.a, 2.F.2.b, 2.F.2.c
Week 2: 8/29	Cultural Self-Awareness & Identity Development/ Definitions	Harro (2010) Implicit Bias Assessment 2019 Mindfulness/Cultural Hum.	2.F.2.a, 2.F.2.b, 2.F.2.c
Week 3: 9/5	Mind Styles – case for difference *Advocacy Project Check	Podcast: Talk about whiteness Day-Vines (2007) (start reading section II)	2.F.2.a, 2.F.2.b, 2.F.2.c. 2.F.3.a.f.
Week 4: 9/12	Exploration of Oppression Working with differently abled	T & S: Section VII 2012 Gray & Rose	2.F.2.a - f, 2.F.3.a.f.
Week 5: 9/19	Impact of oppression on mental health History of systemic oppression Working with racism in session *Advocacy Project Check	T&S: Section II <u>Reflection# 1 Due</u>	2.F.2.a - f
Week 6: 9/26	Presentation Preparation *Meet with groups NO CLASS MEETING	[reading catch-up or/and reading forward]	2.F.2.a - f
Week 7: 10/3	Identity Models Working with class issues. *Advocacy Project Check	ACA Advocacy Standards T&S: Section V Cultural Interview Due	2.F.2.a - f, 2.F.3.a
Week 8: 10/10	Stages of Change	<i><u>check back for reading</u></i>	2.F.2.a, 2.F.2.b, 2.F.2.c, 2.F.5.k

Week 9: 10/17	Cultural Interview Discussion. Working with religion. *Advocacy Project Check	T&S: Section IV Zobczak & West (2013) <u>Reflection# 2 Due</u>	2.F.2.a - g
Week 10: 10/24	Working with LGBTQ+ population. Guest speaker: BridgerCare.	T&S: Section VI Meyers (2003) Watch Nanette	2.F.2.a - f. 2.F.5.k.
Week 11: 10/31	Creating safety & relationship. Working with immigrant population. *Advocacy Project Check	T&S: Section III Cultural Self Portrait Due	2.F.2.a - f 2.F.5.k.
Week 12: 11/7	Interventions to facilitate relationship. Role-plays		2.F.2.a, 2.F.2.b, 2.F.2.c
Week 13: 11/14		Advocacy Presentations	2.F.1.b., e, 2.F.2.a.- c.h. 2.F.5.k
Week 14: 11/21		Advocacy Presentations	2.F.1.b., e, 2.F.2.a.- c.h. 2.F.5.k
Break Week 11/28	<i>THANKSGIVING – NO CLASS</i>		
Week 15: 12/5	Interventions to facilitate healing.	Reflection 3 Due	2.F.2.a - h, 2.F.3.a.f. . 2.F.5.k.
Finals 12/9			