

James Madison University
Multicultural Perspectives in Intervention: Enhancing Compassion
PSYC 749
Spring 2018
Thursdays 9:45 – 12:15; Moody 20

Instructor:

Office Hours:

**The real voyage of discovery consists not in seeking new landscapes
but in having new eyes.**
Proust

Course Description

This course is a cognitive and experiential study of social and psychological variables that influence the cross-cultural counseling relationship. Culturally relevant models of counseling theory and practice are explored. Current research methods and findings are presented.

Prerequisite: Permission of instructor

Required Texts

Hays, D. G., & Erford, B. T. (Eds.) (2018). *Developing multicultural counseling competence: A systems approach* (3rd ed.). Boston: Pearson.

Additional readings will be assigned.

Required Supplies

Recording supplies/capability.

Course Objectives - Upon completion of the course, students will be able to:

- Demonstrate how their own cultural background and experiences have influenced their values and attitudes about psychological processes;
- Demonstrate knowledge of ethical and legal considerations;
- Demonstrate knowledge and understanding of the ways in which oppression, stereotypes, and discrimination affect them personally, professionally, and institutionally and actively seek a more affirming professional identity;
- Demonstrate knowledge of how sociopolitical and economic influences may impact client and counselor experiences and levels of awareness;
- Examine relevant research regarding multicultural issues and culturally appropriate interventions;
- Participate in activities outside the academic setting to clarify their role in social justice and advocacy; and
- Demonstrate knowledge regarding appropriate advocacy at institutional and community levels.

In this course, students will develop understanding of the following **2016 CACREP Standards**

F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- d. the roles and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impeded access, equity, and success for clients

F. 2. SOCIAL AND CULTURAL DIVERSITY

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

F. 3. HUMAN GROWTH AND DEVELOPMENT

- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

F. 4. CAREER DEVELOPMENT

- j. ethical and culturally relevant strategies for addressing career development

F 5. HELPING RELATIONSHIPS

- a. theories and models of counseling
- c. theories, models, and strategies for understanding and practice consultation
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- f. counselor characteristics and behaviors that influence the counseling process
- n. processes for aiding students in developing a personal model of counseling

F 7. ASSESSMENT AND TESTING

- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

CMHC STANDARDS INCLUDED IN KPI'S ASSIGNMENTS	1 b	2 j	3 e	9
KPI 2 (Reinforcement) Time 1/Time 2 Reflection (See Rubric below)	X	X	X	X

SCHOOL COUNSELING PROGRAM CACREP Standards Mapped and KPI's

CACREP STANDARDS INCLUDED IN COURSE ASSIGNMENTS	1 d	1 e	2 a	2 b	2 c	2 d	2 e	2 f	2 g	2 h	3 f	3 g	3 i	4 j	5 a	5 c	5 d	5 f	5 n	7 m
1. Professional Orientation and Practice	X	X	X																	
2. Social and Cultural Diversity				X	X	X	X	X	X	X										
3. Human Growth and Development											X	X	X							
4. Career Development														X						
5. Counseling and Helping Relationships															X	X	X	X	X	
7. Assessment and Testing																				X
KPI 2 (Mastery): Cross Cultural Counseling				X	X	X	X	X	X	X					X	X	X	X	X	

SC CACREP STANDARDS INCLUDED IN KPI's	CONTEX TUAL	2a	PRAC TICE	3k
KPI 2 (Mastery): Cross Cultural Counseling		X		X

Methods of Instruction

The course will combine lecture and experiential class activities. The nature of this course requires that all students complete reading assignments as scheduled so they can meaningfully contribute to class discussions and counseling exercises. Attendance at each class meeting is mandatory.

Course Policies

- No unexcused absences are allowed for successful completion of the course. More than one excused absence will result in an Incomplete for the course.
- Late assignments will be penalized.

- Cell phone use during class time is not permitted. Please turn off ringers and alerts and put your phone/iPod, etc., out of sight unless you have specific permission from the instructor. Similarly, recent research has revealed that taking notes by hand is better for long-term retention and allows for more idiosyncratic memory and comprehension aids than taking notes on a computer. Therefore, please keep your laptops closed as well.
- As current and aspiring professionals and practitioners, we (graduate students/instructor) are expected to be actively engaged in what we are learning. I expect us to display a commitment to becoming/being scholar-practitioners in our chosen field of study, which involves asking tough questions about the material and ourselves, reflecting on what and how we are learning, and seeking ways to apply what we have learned. In order to be successful and to achieve the objectives of this course, we all need to take responsibility for our learning and to share in the learning of our peers. Everyone is expected to come to class prepared (all reading and other assignments completed by the specified due date) and ready to engage actively in classroom dialogue.
- To maintain a classroom environment conducive to learning, arrive on time, respect your classmates, be fully engaged for the duration of the class, and fully participate in group projects. Be aware of the amount of “air space” you are using and be committed to creating a space for multiple voices to be heard. Sidebar discussions, returning to class late from break, making frequent exits during class meetings, and failing to contribute sufficiently to group projects all detract from our learning environment.
- Exemplary professional responsibility and ethical behavior are expected during class time and onsite experiences. Confidentiality of participants must be maintained at all times. If you have any questions or concerns regarding confidentiality, ethics, or best practice please communicate with the instructor immediately. Unethical professional behavior may result in a failing grade for the course or an incomplete.
- At times our discussions cover material that can feel personally challenging. I encourage you to attend to your feelings, speak honestly, and always listen with respect and curiosity to others’ experiences. I will prompt you several times during the semester to submit brief reflections on Canvas. These reflections should include your thoughts, feelings, and questions regarding our course material, including readings and class discussions, as well as musings related to relevant current events.

Evaluation

Students will be evaluated on their understanding of the course material and on the quality of their participation. The final course grade will be determined by the following:

Course Activity	Maximum Value
Professional Behavior/Development Plan	40 points
Midterm Exam	70 points
Cross-Cultural Counseling Analysis	110 points
Class Leadership	60 points
Time 1/Time 2 Reflection	120 points

Grading Scale

A	360 - 400
B+	340 - 359
B	320 - 339
C	280 - 319

Professional Behavior/Professional Development Plan
2016 CACREP Standards for COUNSELING CURRICULUM
F.2. SOCIAL AND CULTURAL DIVERSITY
c. multicultural counseling competencies
d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
2016 CACREP Standards for School Counseling:
2. CONTEXTUAL DIMENSIONS
a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools

Assignment: For your Professional Development Plan, you will be asked to complete a self-evaluation (self-evaluation form provided on Canvas) of your own multicultural counseling competence, and then use that evaluation to structure a plan for targeted personal and professional growth this semester. Your professional development plan should include activities that you believe will assist you in enhancing your knowledge and skills regarding specific aspects of multicultural counseling. Please talk with me by the end of the second week of class to discuss your plan.

Midterm Exam
COUNSELING CURRICULUM
F. 2. SOCIAL AND CULTURAL DIVERSITY
a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
e. the effects of power and privilege for counselors and clients
f. help-seeking behaviors of diverse clients
h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
F 5. HELPING RELATIONSHIPS
d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
2016 CACREP Standards for Clinical Mental Health Counseling:
1. FOUNDATIONS
b. theories and models related to clinical mental health counseling
2. CONTEXTUAL DIMENSIONS
j. cultural factors relevant to clinical mental health counseling
CMHC 9. JMU Counseling Program Key CMHC Standards:

Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy

Assignment: The midterm exam will consist of questions covering assigned reading material as well as information presented in class.

Cross-Cultural Counseling
COUNSELING CURRICULUM
<p>F. 2. SOCIAL AND CULTURAL DIVERSITY</p> <ul style="list-style-type: none"> a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy c. multicultural counseling competencies d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others e. the effects of power and privilege for counselors and clients f. help-seeking behaviors of diverse clients g. the impact of spiritual beliefs on clients' and counselors' worldviews <p>F 5. HELPING RELATIONSHIPS</p> <ul style="list-style-type: none"> d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
2016 CACREP Standards for Clinical Mental Health Counseling:
<p>1. FOUNDATIONS</p> <ul style="list-style-type: none"> b. theories and models related to clinical mental health counseling <p>2. CONTEXTUAL DIMENSIONS</p> <ul style="list-style-type: none"> j. cultural factors relevant to clinical mental health counseling
<p>CMHC 9. JMU Counseling Program Key CMHC Standards:</p> <p>Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy</p>
2016 CACREP Standards for School Counseling:
<p>2. CONTEXTUAL DIMENSIONS</p> <ul style="list-style-type: none"> a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools <p>3. PRACTICE</p> <ul style="list-style-type: none"> k. strategies to promote equity in student achievement and college access

Assignment: You will be assigned a "coached" client scenario that will present you with a cross-cultural counseling opportunity. Develop a conceptualization of a counseling session with this client, doing your best to apply principles and techniques presented in class. Talk with your assigned peer about your conceptualization and questions. Present to the class: 1) an overview of the scenario; 2) your sense of the focus of your work with your client; 3) your analysis of what you bring to the session; and 4) questions and suggestions gained from your consultant. You will also submit a written analysis of the session. The written analysis is due when you present your case. Evaluations of the presentation and analysis will be based on

accuracy of case conceptualization, thorough analysis of your counseling performance, and comprehensive coverage in writing of your strengths and weaknesses. More information will be provided in class.

Class Leadership
COUNSELING CURRICULUM
F. 2. SOCIAL AND CULTURAL DIVERSITY
a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
e. the effects of power and privilege for counselors and clients
f. help-seeking behaviors of diverse clients
g. the impact of spiritual beliefs on clients' and counselors' worldviews
2016 CACREP Standards for Clinical Mental Health Counseling:
2. CONTEXTUAL DIMENSIONS
j. cultural factors relevant to clinical mental health counseling

Assignment: You will be asked to lead the class in a conversation regarding a topic relevant to multicultural counseling. These conversations will be held after the midterm. Your leadership will be evaluated based on relevance of the topic, accuracy of information provided, and your facilitation skills. More information will be provided in class.

KPI 2 (Reinforcement): Time 1/Time 2 Reflection
COUNSELING CURRICULUM
F. 2. SOCIAL AND CULTURAL DIVERSITY
a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
c. multicultural counseling competencies
d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
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2016 CACREP Standards for Clinical Mental Health Counseling:
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CMHC 9. JMU Counseling Program Key CMHC Standards:
Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy

2016 CACREP Standards for School Counseling:

2. CONTEXTUAL DIMENSIONS

a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools

3. PRACTICE

k. strategies to promote equity in student achievement and college access

Assignment: You will complete an interview protocol designed to provide an assessment of your own ideas and attitudes about topics related to oppression and cross-cultural relations. Record your interview and give the recording to me by the 5th week of class. The recording will be returned to you near the end of the semester. You will then be asked to listen to your recording and complete a written analysis of it according to guidelines provided at that time. More information will be provided in class.

Schedule of Classes		
Date	Topic	Assignment
1/11/18	Course Introduction: Ethics & Competence	Chpt 1 Create Cultural Representation; Browse through Canvas
1/18/18	Sharing our Cultures	Chpt 2 Canvas: American Values
1/25/18	“American” Culture and Lifespan Considerations	Chpt 17 Canvas: Just World
2/1/18	The Culture of Counseling Interview Protocol distributed	Chpt 4 Canvas: Whiteness; White Privilege
2/8/18	Theory and Models of Racial/Cultural Identity Interview Protocol due	Chpts 15 and 18 Canvas: Babies buying babies
2/15/18	Intersectionality and Conceptualization	Canvas: Look through 4 articles in Immigration folder
2/22/18	Immigration & Internationalization	Chpt 3
3/1/18	Social Justice & Advocacy	Chpts 5 and 6 Canvas: LGBT; Words
3/8/18	Spring Break	
3/15/18	Sexual Orientation & Gender	Chpt 8

		Canvas: What Could I Know; Deaf Embryo; Welcome to Holland
3/22/18 each week	The Culture of Ability	Chpt 7 Ability – 3 or 4 people
3/29/18 Nationalism	Social Class Considerations Class Leadership	Chpts 9 and 10 Social Class &
4/5/18	Understanding Specific Cultural Groups Class Leadership	Chpts 11 and 12 Racism
4/12/18	Exploring cultures Gender/Sexual Orientation/Gender Identity Class Leadership	Chpts 13 and 14 Canvas: Broaching; Considerations
4/19/18	Counseling Dyads & Fishbowl	Chpt 16
4/26/18	Cross Cultural Counseling Session Presentations Cross Cultural Counseling Written Analysis Due	
5/3/18	Advocacy Final Experience Due	

Please Note:

The above schedule and procedures for this course are subject to change in the event of extenuating circumstances. Weekly topics and reading assignments will follow in the general order listed above, although some topics may be explored for several weeks.

Counseling Programs Academic Policies for Syllabi

Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

Attendance

We are looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing

your ideas, reflections, feedback, and observations. The fundamental goal of all our courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. When you are granted the sacred trust of entering into someone else's pain, you must honor that invitation with your full and absolute attention. Your class times are your opportunities to hone that skill of being fully present. If you are unable to attend class due to an emergency, we expect you to contact us as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

Class Participation Rubric

Excellent	Acceptable	Unacceptable
Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.	Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.	Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors, such as eye rolling and dismissive gestures, that communicate disrespect or contempt for peers and the instructor.

Academic Honesty

It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at

<http://www.jmu.edu/honor/code.shtml#TheHonorCode>.

Adding/Dropping Classes

As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on e-campus. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

Inclement Weather

By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>.

And stay safe! Don't take unnecessary risks to make it to class. We want you alive!

Religious Accommodations

Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

Disability Accommodations

We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at <http://www.jmu.edu/ods/> for more information.

Confidentiality and Title IX

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, sirockam@jmu.edu, 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>

Appendix

KPI RUBRIC	Below Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
<p>2. Social and Cultural Diversity: Collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status in schools and other professional settings.</p>	<p>Does not meet expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Does not demonstrate self-awareness regarding issues of diversity. Does not seek supervision regarding issues of diversity. Does not demonstrate an attitude of openness regarding potential issues of diversity.</p>	<p>Does not consistently meet expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Does not consistently demonstrate self-awareness regarding issues of diversity. Does not consistently seek supervision regarding issues of diversity. Does not consistently demonstrate an attitude of openness regarding potential issues of diversity.</p>	<p>Meets expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Demonstrates self-awareness regarding issues of diversity and seeks consultation and supervision as needed. Enters in to collaborative relationships with an attitude of openness and with awareness regarding potential issues.</p>	<p>Surpasses expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Consistently demonstrates self-awareness regarding issues of diversity and seeks consultation and supervision as needed. Enters in to collaborative relationships with an attitude of openness and with awareness regarding potential issues.</p>