Course Description and Objectives:

It is my hope that we will establish a collegial, scholarly community in which to investigate and discuss cutting-edge issues in multicultural psychology. Also, we will explore our own development as persons-in-culture. Each student will have the opportunity to acquire foundational knowledge about relevant conceptual literature and empirical research. Drawing from this foundational knowledge base and a variety of experiential activities, students ultimately will develop multicultural portfolios to document their enhanced multicultural competence.

Objectives and evaluation methods are linked closely to APA and ACA Guidelines and CACREP’s Common Standards. Utilizing the tripartite model of multicultural counseling competence (Sue et al., 1982), the course has three broad objectives:

• **To foster cultural self-awareness.** You will engage in experiential exercises, writing assignments, and class discussions to learn more about your own values, biases, and assumptions. I hope that each of you strengthens your self-understanding as a person-in-culture.  
  CACREP: Learn activities to foster students’ self-understanding of the impact of their heritage, attitudes, beliefs, understandings, and acculturative experiences on their views of others’ behavior.  
  Evaluation: Autobiographical multicultural life story, cultural genogram, self-assessment survey packet, weekly journals, immersion project, course participation, multicultural portfolio.

• **To increase multicultural knowledge.** This refers broadly to: (a) understanding the nature of power, privilege, and oppression, (b) knowing prominent constructs and theories in multicultural psychology, and (c) attending to within- and between-group similarities and differences.  
  CACREP: Learn activities that foster understanding help-seeking behaviors among clients from diverse backgrounds; Learn activities that foster understanding of the impact of clients’ spiritual beliefs on their worldview; Review theories and models of multicultural counseling, identity development, and social justice advocacy.  
  Evaluation: Weekly journals, person-in-culture interview, Skin Deep reflection paper, course participation, immersion project, guest lectures, multicultural portfolio.

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1 CACREP Standards are based on the 2016 draft version #2 retrieved on December 27, 2014 from [http://www.cacrep.org/wp](http://www.cacrep.org/wp)
• **To develop and enhance culturally competent practice skills.** Consistent with APA’s *Multicultural Guidelines (2003)* and ACA/AMCD’s *Multicultural Counseling Competencies* (Arredondo et al., 1996), you will learn the fundamentals of culturally appropriate assessment, diagnosis, and treatment interventions.

**CACREP:** Develop strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination; cultivate multicultural competencies for working with and advocating optimum wellness for clients from diverse populations.

**Evaluation:** Weekly journals, course participation, guest lectures, in-class demonstrations, multicultural portfolio.

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**Required readings**² are available on Blackboard accessible through *My ASU*.

**Recommended texts:**
- See Appendix for additional recommended readings.

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**UNIT I INTRODUCTION TO MULTICULTURAL COUNSELING COMPETENCE**

**Week 1 (Jan 15): Introduction to Course**
- Watch Orientation Video on Blackboard
- Review syllabus
- Complete self-assessment survey packet (see video)
- Complete “Getting to Know Leading Multicultural Scholars” assignment (see video)

**Week 2 (Jan 22): What is Multicultural Counseling Competence?**


Special Issue on Ethics and Multiculturalism (2009). *Professional Psychology: Research and Practice*.
- In class: Panel of Former Students
- Submit Week #2 Journal

**Week 3 (Jan 29): Multicultural Counseling and Social Justice**


- Submit Week #3 Journal

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² Some references are abbreviated and thus do not adhere to APA style.
UNIT II MULTICULTURAL AWARENESS

Week 4 (Feb 05): Developing Multicultural Awareness
   o Chapter 3: Looking into the clinician’s mirror: Cultural self-assessment
   • In class exercise: Cultural Genogram
   • Submit Week #4 Journal

Week 5 (Feb 12): Developing Multicultural Awareness
   • In class exercise: Person-In-Culture Interview
   • Submit Autobiographical Multicultural Life Story (No Journal Due)

UNIT III MULTICULTURAL KNOWLEDGE

Week 6 (Feb 19): Racial and Ethnic Identity Development
   • In class video: Skin Deep - include reflection paper in portfolio
   • Submit Week #6 Journal (be sure to place yourself in at least one model)

Week 7 (Feb 26): Racism
   • Brief video clip: Michael D’Andrea, PhD
   • On your own: Complete Implicit Association Test (https://implicit.harvard.edu/implicit/demo/)
   • Submit Week #7 Journal
Week 8 (March 05): Color-blind Racial Ideology and Privilege
• In class video: Color of Fear
• Submit Week #8 Journal

Week 9 (March 12): SPRING BREAK- NO CLASS (WORK ON PORTFOLIO)

Week 10 (March 19): Sexism and Gender Identity Development
• Submit Week #10 Journal
• In class video: For the Bible Tells Me So

Week 11 (March 26): Heterosexism and LGBT Identity Development
Moradi et al. (2010). LGB of Color and White individuals’ perceptions of heterosexist stigma, internalized homophobia, and outness: Comparisons of levels and links. The Counseling Psychologist, 38, 397-424.
• Guest Lecture: Dr. Holly Savoy (Review Trans 101 and Genderbread handouts)
• Submit Week #11 Journal
• Immersion Project Due
• [Optional]: View Christine Padesky, PhD video via ASU library

Week 12 (April 2): Immigrants, Refugees, Xenophobia, and Acculturation
• Guest lecture: DREAMzone team
• Submit Week #12 Journal
Week 13 (April 9): Classism
* Submit Week #13 Journal

UNIT IV MULTICULTURAL COUNSELING SKILLS

Week 14 (April 16): The Effects of Colonization and Working Effectively with Native Peoples
* Guest Lecture: Jacque John, MSW, LMSW, Clinical Supervisor, Native American Connections
* Submit Week #14 Journal

Week 15 (April 23): Culturally Responsive Therapy
* Submit Week #15 Journal

Week 16 (April 30): Enhancing Your Skills
* Chapter 9: Using culturally biased instruments.
* Submit Multicultural Portfolio (Incorporate Week #16 Journal)
Course Evaluation:

<table>
<thead>
<tr>
<th>Participation</th>
<th>10 points</th>
</tr>
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<tbody>
<tr>
<td>Journals</td>
<td>20 points</td>
</tr>
<tr>
<td>Autobiographical Multicultural Life Story Draft</td>
<td>10 points</td>
</tr>
<tr>
<td>Immersion Project</td>
<td>20 points</td>
</tr>
<tr>
<td>Multicultural Portfolio</td>
<td>40 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
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Class Participation and Journals

Because we are co-creating an intellectual community in which to develop as multiculturally competent scholars and clinicians, regular attendance is mandatory. **Completing the readings before each class is essential.** Pop quizzes might be used to assess this aspect of participation. Your participation in class discussions is vital. **You must inform me if you plan to miss class.** You will lose a full letter grade if you have more than two absences.

Your journal will consist of on-going entries throughout the course of the semester, each of which will be 2-3 double-spaced typed pages. You will upload your journal entry before each class period, which should include some combination of the following: (a) brief summary of key points in reading, (b) reactions to reading material, class lectures, discussions, or additional media (e.g., video) presented during class, (c) insights regarding awareness of yourself as a person-in-culture, (d) thoughts or feelings that you wanted to share in class (but were unable to disclose for whatever reason), (e) your current triumphs and struggles related to the course material, and (f) anything else that you want me to know. **It is essential that you demonstrate understanding of the key concepts in the readings. A winning formula includes a brief summary of the key point(s) plus your reaction/ critique.**

**Note:** You are asked to share personal information during the course. Please share only what you feel comfortable sharing. I will treat all personal information as confidential and will urge your peers to do the same. Although I cannot guarantee that everyone will treat information in a confidential manner, I will remind students of the importance of maintaining confidentiality throughout the term.

Autobiographical Multicultural Life Story Draft (due February 12)

Each of you will develop a personal multicultural life story that provides an account of your life as a person-in-culture. In particular, please focus on the development of your various social group identities (e.g., race, ethnicity, gender, sexual orientation, social class, and so forth). Please identify critical incidents or influences (positive or negative) that might have contributed to your cultural self-awareness, such as the media, family members, or something at school. Articulate your biases, assumptions, and/or stereotypes. **Be sure to include your understanding of the ways in which power, privilege, and oppression have operated either consciously or unconsciously throughout your life.** Finally, please explain how your “multicultural life story” might influence your cultural competence as a clinician and researcher (if you are a doctoral student or completing a master’s thesis). Approximate length is 6-9 pages, double-spaced, APA style (not including references). I refer to this assignment as a “draft,” because I will provide feedback to guide your revision of a final version to include in your portfolio.

Immersion Project (due on or before March 26)

You will attend an activity or event that relates to a social identity group with which you are unfamiliar or have negative biases. If you already identify with a minority group, please choose a group different from your own. This opportunity allows you to experience a new “minority status.” You may choose an activity that feels difficult and/or uncomfortable, but this is not the most critical aspect of the assignment. Instead, please ensure that the activity enhances your understanding of power, privilege, and societal oppression.

Once you have completed the activity, you will write and submit a double-spaced paper in APA style, 6 pages maximum including title page and abstract (references not included in page limit). In this paper, please: (a) address your reason(s) for selecting this particular event/activity/setting, (b) clearly articulate your negative (and perhaps positive) assumptions, biases, and stereotypes regarding the social identity group, (c) describe how your experience was similar to and/or different from your initial expectations, and (d) explain what you learned from the experience—consider both multicultural awareness and knowledge. Whenever possible, please incorporate concepts from course readings. I have exemplars for your review.
**Multicultural Portfolio (due on the last day of class, April 30)**
The capstone project for the course consists of completing a multicultural portfolio in a thorough and committed fashion. You will record all experiential, didactic, and introspective engagement with the various elements that comprise multicultural competence. Please see the Multicultural Counseling Competence Portfolio tips sheet and grading rubric on *My ASU* for more information.

**Important:**
- Requests for individual consultation meetings during the last two weeks of class must be made at least one week in advance.
- Portfolios are due on the last day of class. Because these projects take a long time to grade, late work will not be accepted.

**Online Course Evaluations:**
I urge each of you to complete the online evaluation for this course at the end of term. You can access your course evaluations via *My ASU* or by going to [http://asu.edu/evaluate](http://asu.edu/evaluate).

**Accommodations for Religious Practices**
If you need accommodations for religious practices, please notify the instructor at the beginning of the semester to make arrangements. See the following URL for information about ASU's policy: [http://www.asu.edu/aad/manuals/acd/acd304-04.html](http://www.asu.edu/aad/manuals/acd/acd304-04.html)

**Disabilities Accommodations**
If you have a disability, please contact the instructor to discuss your situation. It would be helpful if you first contact the Disability Resource Center (480.965.1234). See the following URL for more information: [http://www.asu.edu/studentaffairs/ed/drc/](http://www.asu.edu/studentaffairs/ed/drc/).

**Academic Integrity:**
- I am committed to the education of each student in this course. If you find yourself having difficulty, please contact me immediately. Do not wait until assignments are due or until the end of the semester. I encourage you to attend office hours, make an appointment, or contact me via email.
- ASU values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism, and other academic offenses under the ASU Student Academic Integrity Policy: [https://provost.asu.edu/sites/default/files/AcademicIntegrityPolicyPDF.pdf](https://provost.asu.edu/sites/default/files/AcademicIntegrityPolicyPDF.pdf)
- You are responsible for knowing your rights, potential infractions, and penalties. For more information, consult the Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct [http://azregents.asu.edu/rrc/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf](http://azregents.asu.edu/rrc/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf)
- In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.

> Please make an appointment with me to check in and discuss your progress in the course 😊.

This course is offered by the College of Letters and Sciences. For more information about the college, visit our website: [https://cls.asu.edu/](https://cls.asu.edu/). If you have questions or concerns, please send your inquiry to cls@asu.edu.
APPENDIX

Suggested Readings for Units I & II:

Suggested Readings for Unit III:

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**Suggested Readings for Unit IV:**


