

**The University of Texas at Austin**  
**Educational Psychology**  
**EDP 381: Multicultural Counseling**  
**Unique #74975**  
**Summer 2013**

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**Office Hours:** WTH 1:00 – 2:00 p.m. or by appointment  
**Course Time:** MTWTHF 9:00 – 12:30 pm. June 13 – 27  
**Location:** SZB 444

**ADA Compliance Statement**

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact the Dean of Students at 471-6259. If they certify your needs, I will work with you to make appropriate arrangements.

**Policies**

**ADA Compliance Statement**

Students with disabilities who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 voice or 471-4641) TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. See website below for more information:  
<http://deanofstudents.utexas.edu/ssd/providing.php>

**Religious Holidays:**

Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day.

**UT Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected

to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

### **Academic Integrity**

You and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at the University ([Sec. 11-801](#), *Institutional Rules on Student Services and Activities*). This is a very basic expectation that is further reinforced by the University's [Honor Code](#). At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to: (1) acknowledge the contributions of other sources to your scholastic efforts; (2) complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them; (3) follow instructions for assignments and exams, (4) observe the standards of your academic discipline and (5) avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

Students found guilty of academic dishonesty (including all forms of cheating) will receive a grade of 0 (note the academic dishonesty policy refers to all work and tests in the course, not just exams). For further information about academic dishonesty, please visit:

[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

### **Required Text:**

Sue, D. W. & Sue, D. (2013). *Counseling the Culturally Diverse: Theory and Practice* (5<sup>th</sup> Edition). New York: John Wiley & Sons.

The provision of professional services to persons of culturally different backgrounds by persons not competent in understanding and providing professional services to such groups shall be considered unethical:...it shall be equally unethical to deny such persons professional services because the present staff is inadequately prepared;...it shall be the obligation of all service agencies to employ competent persons or to provide continuing education for the present staff to meet the service needs of the culturally diverse population it serves. (Korman, 1973, p. 105)

These *General Guidelines* have been developed with the understanding that...services must be planned and implemented so that they are sensitive to factors related to life in a pluralistic society such as age, gender, affectional orientation, cultural, and ethnicity. (American Psychological Association, *Guidelines for Providers of Psychological Services*, 1987. p. 1)

### **Course Description:**

This course is an introduction to issues of cultural diversity and multiculturalism in counseling. This course will help students to gain basic knowledge of important cultural issues and various cultural groups as well as self- awareness of oneself as a cultural being influenced by one's own values and experiences.

### Course Objectives:

This course is designed to enhance your multicultural counseling competencies for providing psychological services to culturally diverse populations. Specific objectives of this course include the following:

- Introducing you to the field of multicultural counseling and psychotherapy
- Developing an awareness of the ethics of providing culturally competent services
- Increasing your knowledge of multicultural constructs and theories
- Developing an awareness, sensitivity, and understanding of the experiences of diverse ethnic and cultural groups
- Understanding how culture has shaped your worldview and how this impacts your understanding of and interactions with others
- Facilitating personal growth through increasing awareness of your assumptions, values, and biases

### Course Expectations:

The process and outcome of this class will depend on each of your contributions. Thus, each class member is asked to be ready and committed to explore your own personal and professional self through class discussions, in-class activities, and class assignments. More specifically, it is expected that each of you prepare for each class meeting by completing the assigned readings and reflecting upon the material. Your active participation during each class session will contribute to the learning process for all involved. The more each of you gives, the richer the experiences will be for the entire class.

As this course will be didactic and experiential and only meets for 12 days, **attendance at all classes is critical**. Participation by every student is crucial for psychological “safety” and personal growth. More than 1 excused or unexcused absence **can result in a lower grade**.

1. **Reaction Papers.** There will be 2 reaction papers ranging from 2 – 3 pages in length in response to the videos Culture-Centered Counseling and Color of Fear.

A reaction paper should be more than a simple summary of the video. It should contain your opinion or reaction to viewing the video. This may take on a variety of forms: where appropriate, you may share your emotional reactions to the video (e.g., did you find yourself feeling sad, angry, happy, or anxious during part of the video and if so why?); you may indicate the strengths and limitations of the video and ways it could have been improved; you may think about ways to expand on the video, or extend it to cover new domains; or you may argue against the video, questioning its assumptions or value.

Reaction papers will be graded primarily on your communication skills, and only secondarily on the content and originality of your ideas. The ability to express yourself is an important skill in graduate school. Although the reaction paper should not summarize the entire video, it should include enough information about the video to make your ideas or criticisms well-grounded. Try to avoid the temptation of having two sections: (1) summary, and (2) reaction. Instead, it is best if you can interweave these two components (while being clear about which is which, of course).

2. **Class Presentation.** The class presentation will be conducted in groups of approximately 4-5 on one of the following groups: African Americans, American Indians, Asian Americans, Hispanic/Latino Americans, Individuals of Multiracial Descent, Arab Americans, Jewish Americans, Sexual Minorities, Women **OR** some other cultural group approved by the instructor. The content and organization of the presentation will be determined by each group. Presentations should be between 60 and 75 minutes and will be graded on the following criteria:
  - Thoroughness (amount of detail) – up to 5 points
  - Comprehensiveness (amount of information) – up to 5 points
  - Creativity (e.g., use of video, music, food, etc.) – up to 5 points
  - Teaching effectiveness (e.g., organization, class engagement, poise, clarity of speech, etc.) – up to 5 points
  - Overall impression – up to 5 points
  - Total score out of 25 points
  
3. **Personal Reflection Paper:** Integrating material from readings and discussions, assess the quality of your learning and personal growth experience as a result of this course. Specifically, the paper should include, but not necessarily be limited to, the following themes:
  - Identify where you are in terms of your racial identity development and awareness of other social identities based on gender, sexual orientation, etc.
  - Address how the readings and class discussions impacted your values and worldviews
  - Conversely, address how your values and worldview impacted how you interpreted the readings and influenced your contributions and participation (or lack thereof) in the class
  - How will this class potentially impact your work as a counselor, therapist, school psychologist (or whatever your profession is or will be)?
  
4. **Final Exam:** There will be a final exam based on the Sue and Sue textbook and the group presentations. The exam will consist of multiple choice questions and two short essays.

Breakdown of Grades:

Points	Requirement
60 points	Reaction Papers (2 worth 30 points each)
25 points	Group Presentation
25 points	5 Page Personal Reflection Paper
100 points	Final Exam

198-210 = "A"    189-197 = "A-"  
 185-188 = "B+"    177-184 = "B"    168-176 = "B-"  
 164-167 = "C+"    156-163 = "C"    147-155 = "C-"  
 143-146 = "D+"    135-142 = "D"    126-134 = "D-"    < 126 = "F"

## TENTATIVE COURSE SCHEDULE

Note: Assignments are subject to change depending upon the needs of the class.

<b>Date:</b>	
June 13	Introduction of instructor. Review of syllabus. Introduction of course participants. In-class exercise: "Transplant Committee" Ch. 2 The Superordinate Nature of Multicultural Counseling/Therapy
June 14	In-class exercise: "The Class-Race Exercise" Ch. 4 The Politics of Counseling and Psychotherapy: Social Justice in Counseling Ch. 5 Systemic Oppression: Trust, Mistrust, and Worldviews In-class exercise: Stereotypes
June 17	<i>Culture-Centered Counseling</i> Video: Discussion. <b>Assignment for June 19: 2-3 page reaction paper to video.</b>
June 18	Ch. 6. Microaggressions in Counseling and Psychotherapy Ch. 7 Barriers to Multicultural Counseling and Therapy
June 19	<i>Color of Fear</i> Video: Discussion: <b>Assignment for June 19: 2-3 page reaction paper to video.</b>
June 20	Ch. 10 Racial/Cultural Identity Development in People of Color Video: <i>Working with African American Clients</i>
June 21	Tim Wise Video: <i>On White Privilege, Racism, White Denial &amp; the Costs of Inequality</i> : Discussion Ch. 12 White Racial Identity Development
June 24	<i>The Way Home</i> Video: Discussion. <b>Presentation Questions Due for Final Exam</b>
June 25	Two class presentations Take Home Final Exam
June 26	Two class presentation <b>Personal Reflection Papers Due</b>
June 27	Resolving Cultural Impasses. Discussion of Critical Incident, Thomas Parham's Response, and Response of Division 17 (Society of Counseling Psychology), 35 (Society for the Psychology of Women), 44 (Society for the Psychological Study of Lesbian, Gay and Bisexual Issues), and 45 (Society for the Psychological Study of Ethnic Minority Issues). <b>Turn in Final Exam.</b>