Master of Arts in Counseling
Course Syllabus

Course Information
COUN607 - MULTICULTURAL COUNSELING
Fall 2020
3 Semester Hours

Location/Date/Time
SB003
Wednesday, 12:30 - 3:10 PM

INSTRUCTOR'S INFORMATION:
Jennifer Cline, PhD, LPC
Email: jennifer.cline@emu.edu
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 professional fields of counseling and psychology. 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 the theoretical movements in multiculturalism and 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.


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:


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.


## Schedule and Topics:

### Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Preparation/Assignments Due</th>
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<tbody>
<tr>
<td>8/26/20</td>
<td>SYNCHRONOUS ZOOM CLASS:</td>
<td>READ:</td>
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<td></td>
<td>Introduction/Foundations</td>
<td>N. Ch. 1-4 and on Moodle:</td>
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<td>• Sue &amp; Sue, 2016, Chapters 11-12</td>
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<td>• American Values</td>
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<td>CREATE JOURNAL ENTRY</td>
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<td>9/02/20</td>
<td>ON CAMPUS CLASS: Identities:</td>
<td>CREATE JOURNAL ENTRY</td>
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<td>Manufacturing, portraying, and learning &amp;</td>
<td>Self-Interview (Part I) Due</td>
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<td>Identity Development Models</td>
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<td>9/09/20</td>
<td>ASYNCHRONOUS LEARNING:</td>
<td>READ:</td>
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<td>Race and Racism</td>
<td>N. Ch. 5 and on Moodle:</td>
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<td>• Toward a pedagogy of the oppressor</td>
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<td>• Racism and projection of the shadow</td>
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<td>• Implicit bias</td>
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<td>• Two chapters on racism by Bell and Tatum</td>
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<td>• Biracial by Root</td>
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<td>• Gender and Race Matter</td>
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<td>VIEW:</td>
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<td>• The Color of Fear</td>
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<td>• Dark Girls I</td>
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<td>LISTEN:</td>
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<td>• Babies buying babies</td>
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<td>• A decade of watching black people die</td>
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<td>CREATE JOURNAL ENTRY and INCLUDE:</td>
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<td>Take the implicit associations test (IAT) which can be found</td>
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<td>on Project Implicit at Harvard.</td>
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<td>9/16/20</td>
<td>ON CAMPUS CLASS: Race and Racism</td>
<td>CREATE JOURNAL ENTRY</td>
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<td>9/23/20</td>
<td>ASYNCHRONOUS LEARNING: Privilege, power, &amp;</td>
<td>READ:</td>
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<td>difference</td>
<td>J. Ch. 1-2 &amp; 4-7 and on Moodle:</td>
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<td>• Unpacking the invisible knapsack</td>
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<td>• White fragility</td>
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<td>• Tim Wise editorial</td>
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<td>• Understanding unearned privilege</td>
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<td>9/30/20</td>
<td>ON CAMPUS CLASS: Privilege, power, &amp; difference</td>
<td>CREATE JOURNAL ENTRY</td>
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<td>10/07/20</td>
<td>ASYNCHRONOUS LEARNING: Gender &amp; Sexuality</td>
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<td>N. Ch. 7-8 and on Moodle:</td>
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<td>• Complexity of gender in counseling</td>
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<td>• Addressing the needs of LGBTQ youth</td>
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<td>10/14/20</td>
<td>ON CAMPUS CLASS</td>
<td>Gender &amp; Sexuality</td>
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<td>10/21/20</td>
<td>ASYNCHRONOUS LEARNING</td>
<td>Poverty &amp; Social Class</td>
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<tr>
<td>10/28/20</td>
<td>ON CAMPUS CLASS</td>
<td>Poverty &amp; Social Class</td>
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<td>11/4/20</td>
<td>ASYNCHRONOUS LEARNING</td>
<td>Disability &amp; Ageism</td>
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<td>11/11/20</td>
<td>ON CAMPUS CLASS</td>
<td>Disability &amp; Ageism</td>
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<td>11/18/20</td>
<td>SYNCHRONOUS ZOOM CLASS</td>
<td>Spiritual Diversity</td>
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<tr>
<td>12/2/20</td>
<td>SYNCHRONOUS ZOOM CLASS</td>
<td>Advocacy, social justice, and other</td>
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</table>
NAME: Naming racism in the therapy room by Lee
ETHICS IN MC COUNSELING PRACTICE
CREATE JOURNAL ENTRY AND INCLUDE: 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. Self-Interview (Part II) Due
In Class: Share Advocacy Project Plans

12/9/20 SYNCHRONOUS ZOOM CLASS: 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.
For planning purposes, IF we were to need to transition to all on-line instruction then classes marked as "on campus classes" would become "synchronous zoom classes."

GRADING & BREAKDOWN OF EVALUATION:

A = 293-325 points   B = 260-292 points   C = 228-259 points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Classroom Participation</td>
<td>50</td>
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<tr>
<td>Journal</td>
<td>50</td>
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<td>Book Reflection</td>
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<td>Self-Interview, Part I</td>
<td>25</td>
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<td>Self-Interview, Part II</td>
<td>50</td>
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<tr>
<td>Advocacy Project, Part I</td>
<td>50</td>
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<tr>
<td>Cultural Identity Project</td>
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325 points possible

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, I 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 me 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.

The following rubric will be used to evaluate your class participation:

<table>
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<tr>
<th>Excellent</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tr>
<td>Consistently engages, actively listens, and builds on the contributions of other members</td>
<td>Attends every class, arrives promptly, and is well prepared, having completed all</td>
<td>Is absent or, when present, rarely interacts with other members of the class. Comes to</td>
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of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and empathic comments that contribute significantly to a stimulating learning environment. Welcomes feedback and brings a sense of presence that stimulates productive group dynamics without dominating the process.

assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Is open to feedback and brings a sense of presence that contributes to productive group dynamics.

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 aggression, such as eye rolling and dismissive gestures that communicates disrespect or contempt for peers and the instructor.

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 awareness and knowledge; next semester, in COUN 610: Advanced Multicultural Counseling, you will be asked to demonstrate increasing competency in awareness and knowledge and growing competency in application of skill.

**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. See attached appendix for detailed expectations for journal writing. **Due on 12/09/20. (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)**

**Self-Interview, Part I (25 points)**: Included in the appendix, at the end of the 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 the second day of class (9/02/20) 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 (and Part III in COUN 610). I will return these to you on 11/18/20. 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, Part I 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 Self-Interview, Part II reflection is due 12/02/20. **(This assignment meets the requirements of CACREP standards 2.F.2.c; 2.F.2.d)**

**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 (12/09/20). 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)**
Knowledge (2): You have two opportunities to demonstrate your growing knowledge of multiculturalism in the field of counseling through a book reflection and an advocacy project.

**Book Reflection (50 points):** To fulfill this requirement, you are asked to select a book of your own choosing, based on where you are in your own racial identity development and write 2-3 pages describing what you took away from your book, how your book relates to your own racial identity development, and how your reading of the book may help you to be a more culturally competent counselor. *If the book is a novel, consider:* 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? *If the book is nonfiction, consider:* 1) The primary purpose of the book; 2) The evidence or support presented by the author(s). How compelling is it?; and 3) What you learned. Your book reflection is due on 9/30/20. (*This assignment meets the requirements of CACREP standard: 2.F.2.a; 2.F.2.d)*

**Community Advocacy Project, Part I (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 an action plan for intervention (see attached appendix for more details) which you will implement next semester in Advanced Multicultural Counseling. We will share our plans for project(s) on 12/02/20. (*This assignment meets the requirements of CACREP standards: 5.C.2.j; 2.F.2.b; 2.F.1.e)*

**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

**Professional Behavior:**

**Attendance:** This class will abide by program standards for attendance. Students should notify the professor PRIOR to the class if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed because of an absence. More than two absences per course will result in failing the course.

**University and Departmental Policies:**

**Grading Criteria:** The Master of Arts in Counseling faculty support students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. Students should be aware that graduate university policy allows two C grades before being dismissed from the program.

**Writing Guidelines:** Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include six sets of criteria: content, structure, rhetoric and style, information literacy, source integrity, and conventions. 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):** EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy and doing justice. EMU defines plagiarism as
occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators). This course will apply EMU’s AIP to any events of academic dishonesty. If you have doubts about what is appropriate, Indiana University’s Plagiarism Tutorials and Tests may be a useful resource.

**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.

**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.

**Technology Requirements and Communication (if joining a class by zoom):** Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching, or fumbling with them as it creates unwanted noise in the class space.

**Graduate Writing Center:** Please utilize the writing program! They offer free individual tutoring from a graduate student tutor. Please visit the website to schedule an appointment.

**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.

**Library:** 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.

**Office of Academic Access:** If you have a physical, psychological, medical, or learning disability that may impact your work in this course, it is your responsibility to contact the Office of Academic Access in the Academic Success Center on the third floor of the Hartzler Library. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially.

**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:** Grades for coursework submitted late may be reduced at the instructor’s discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.

**Inclusive, Community-Creating Language Policy:** Eastern Mennonite University expects its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, gender, disabilities, age, and sexual orientation. We will use respectful and welcoming
language in all our official departmental documents and correspondence, including those put forth by way of Internet communication, and throughout all academic coursework, inclusive of classroom presentations and conversations, course syllabi, and both written and oral student assessment materials.

**Classroom Climate:** The free discourse of ideas should be expected in this class. The classroom is a space that thrives on the open exchange of ideas, thoughts, emotions, and convictions. You may find that some of the class readings and/or discussions challenge your views and theoretical frameworks. As your instructor, I expect you to be open to differences and maintain a willingness to analyze issues from frameworks that may or may not be quite feel comfortable for you. I have opinions, which I may express from time to time. I invite you to respectfully express either agreement or disagreement without fear of consequences. While we in this class may challenge your views, be assured that you will experience no adverse consequences for disagreeing with me as your instructor. If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

Similarly, please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others’ right to speak and welcome questions from your classmates. My sincere goal is to create a safe space in which everyone feels that they can participate in scholarly dialogue that values thinking, study, and professionalism. (Adapted from Margaret Sallee and Kathryn Roulston)

**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 to your enrollment at EMU.

It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination, they will keep the information as private as possible. However, they are required to bring it to the attention of the institution’s Title IX Coordinator Rachel Roth Sawatzky. Rachel can be reached at 540-432-4133 or rachel.roth.sawatzky@emu.edu. You can also report incidents or complaints through the online portal. You may confidentially report incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries’ pastors, or 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. Please refer to the Student Handbook for additional policies, information, and resources available to you.

**Academic Program Policies:** For EMU graduate program policies, please see the complete graduate catalog.
Your journal will consist of your reactions to class, responses to reflection questions, and selected assignments. Your journal will be read only by the instructor. Your journal should include your reflections about and reactions to information discussed in class, your own journey toward becoming more multiculturally competent, other thoughts and questions relevant to the course, and “noticings” of culturally relevant events in the news or your personal interactions.

Identify each of your responses as separate entries. Title entries, date them, or simply leave space between them.

The journal is an opportunity for you to enter into a dialogue with yourself about what your experience in this class means to you. By writing reflectively, you allow yourself to:
- Think critically about experience-- your own and the experience of others
- Grasp the complexity of experience and see it in larger context
- Ask Why?
- Examine connections between theory and experience; construction and realities
- Explore, understand, and question policies, laws, trends, and theories
- Challenge your attitudes, beliefs, assumptions, privileges, prejudices, and stereotypes

In order to keep the journal you need:
- Self-awareness
- Openness to seeing and understanding the world in new ways
- The ability to recognize your own assumptions
- Willingness to commit time to think and explore feelings
- Willingness to question
- The ability to listen

If you need help structuring your responses, consider using the following format.
- What did you read (or hear, or see)? What happened? What did you do? What did other people do? Describe it.
- So what did you learn? What questions do you have? What did you understand? What was unclear? How do you feel now?
- Now what will you do with the learning that you have? How does this change things?

Remember that the journal is not a research paper. Although you may want to write about facts and information you have learned, you are expected to go a step further and write about how you feel about that information; the writing style is informal, and the information is personally relevant for the writer.

Evaluation information:
- Journals that are fully developed, show evidence of critical thinking, and demonstrate synthesis of class activities and personal experience will receive an A.
- Journals that show effort but are less well developed in terms of critical thought and synthesis will receive a B.
- Journals that are incomplete or that reveal little effort and analysis or synthesis will receive a C.

Due: 12/09/20
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: 9/02/20
Plan Proposals for the Community Advocacy Project, Part I  
(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. We will form groups in class around common interests.

Groups should then 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.

Groups should then develop a 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?

We will discuss plan proposals in class on 12/02/20.
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.

"A" level projects include at least 7 aspects of identity and demonstrate significant effort, creativity, and thoughtfulness in the meaning that you have gained about the identities (and the intersection of those identities) that you depict in your project identities (such as a composition of original music, creation of an identity quilt, an identity stained glass piece, a painting, embroidery, original poetry, etc.)

"B" level projects include all 7 aspects of identity and have thoughtful but less involved projects (such as compilations of poetry and/or music, photo-journaling, identity word clouds, family recipes, etc.)

Please avoid last minute projects such as gluing 7 magazine pictures on poster board or collecting random objects.

**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: 12/09/20**