EDCP 612  
MULTICULTURAL ISSUES IN COUNSELING AND PERSONNEL SERVICES  
SPRING 2018

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EMAIL: rqshin@umd.edu  
COURSE TIME & ROOM: Monday 4:15pm – 7:00pm; EDU 3236  
OFFICE HOURS: by appointment

COURSE DESCRIPTION AND OBJECTIVES: This course is designed to provide an overview of key multicultural-social justice issues as they relate to the field of school counseling. Students will gain a foundational knowledge of how systems of power and domination permeate virtually all aspects of contemporary U.S. society. Students will also learn how issues of social justice and equity affect school counselors and the fields of counseling and psychology in general. Students’ current knowledge of the social, political, and historical forces that affect students from marginalized and devalued groups will be expanded. To maximize learning in this course, students will need to: 1) take risks; 2) actively participate in constructive, but sometimes difficult dialogues; and 3) critically examine your own social locations based on race, class, gender, sexual orientation, (dis)ability, and other key identity categories.

The primary objectives of this course are: (1) to increase students' knowledge and understanding of the experiences and histories of various cultural and historically marginalized groups within the U.S., (2) to increase students' awareness of their own developmental needs, strengths, cultural background, biases, and worldview, (3) to increase students’ ability to develop appropriate intervention strategies, (4) to increase familiarity with the multicultural counseling and social justice research literature, and (5) to increase students’ skills in applying multicultural concepts in research, practice, and other professional domains. Ultimately, the goal is for you to understand the social-cultural contexts of human development and behavior and to be able to competently apply the knowledge base of your field in a culturally-responsive manner that promotes systemic social justice.

INSTRUCTIONAL METHOD: Class time will be devoted primarily to lectures, large and small group discussions, videos, presentations, counseling demonstrations, role-plays, and group work. Students are asked to complete the assigned readings prior to coming to class and be prepared to actively engage in discussions.

TEACHING APPROACH: My approach to teaching is informed by the principles of postmodern theory and critical pedagogy. As such, one of my primary goals is to create a space where my knowledge of topics and issues related to multicultural counseling is not always privileged over the knowledge that you all bring to the course. My hope is that we can co-construct a classroom environment where we will feel free to reflect upon complex issues and dynamics, learn from events and interactions that occur throughout the semester, and collectively work against the rigid societal norms and structures constraining all of us. As the course instructor, I will facilitate the creation of an atmosphere of safety in which we can explore personal views, experiences, and concerns. I encourage you to take risks of disclosing and
experiencing discomfort, to challenge yourself to personal exploration, and to stretch yourself since these growth experiences are important to becoming a multiculturally competent school counselor.

**REQUIRED READINGS:** Journal articles are available in our ELMS space. Those that are not available on line will be distributed in class at least one week prior to the date they are due. You will come to class with 1-2 prepared questions for each assigned article/chapter. Books for the book club requirement should be purchased or borrowed from the library as soon as possible.

**EVALUATION CRITERIA:** The course is graded A to F. Late assignments will not be accepted. Poorly written assignments, papers, or tests will receive lower grades regardless of the content; it is suggested that spelling, grammar, and punctuation always be checked. In addition to expecting regular class attendance and active class participation, course grades will be based on the following:

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<th>Component</th>
<th>Percentage</th>
<th>Grade</th>
<th>Minimum Score</th>
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<tr>
<td>(a) Advocacy Project</td>
<td>30%</td>
<td>A</td>
<td>90-100</td>
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<tr>
<td>(b) Personal Awareness Paper &amp; Presentation</td>
<td>30%</td>
<td>B</td>
<td>80-89</td>
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<td>(c) Media Literacy Presentation</td>
<td>20%</td>
<td>C</td>
<td>70-79</td>
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<td>(d) Book Club</td>
<td>20%</td>
<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>&lt;59</td>
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A grade of incomplete is available only for work which has been of passing quality throughout the term in circumstances in which there is good reason the work cannot be completed and with the approval of the instructor. Students should discuss anticipated obstacles in a timely fashion (not at the end of the term).

(a) **ADVOCACY PROJECT AND PRESENTATION:** To start developing the knowledge, skills, and awareness necessary to engage in collective efforts for cultural and social transformation, you will participate in an advocacy project focused on a social justice issue relevant to school counselors. Students can get a jump start on this project by reviewing the Ratts, DeKruyf, & Chen-Hayes (2007) article that is assigned for February 12th. You will prepare a formal 30-minute presentation (approximately 25 minutes of presentation and 5 minutes of Q & A) of the project in class. Additional information about this project is provided at the end of the syllabus.

(b) **PERSONAL AWARENESS PAPER & PRESENTATION:** In order to increase personal awareness of your own cultural background, you will write a “Roots Reflection.” This is an opportunity to explore your own cultural identity, social privileges and experiences of oppression by investigating your family’s unique history. In the paper, you will reflect upon your cultural roots along with your social locations. Be sure to address how your various social locations have resulted in privilege as well as marginalized social status. As a future school counselor, how do you think your cultural background will help or interfere with your work in urban K-12 school settings? What are the primary growth areas that you will need to address before you can practice as an effective multicultural-social justice school counselor? Also, push yourself in this
assignment. The difference between an excellent and average paper is how critically you examine the socialization you experienced growing up (e.g., “my parents always told me I could do whatever I wanted as a girl and they never put restrictions on me” (average) versus “my parents told me I could do whatever I wanted, but there were also subtle messages about the importance of choosing a career that would allow time to have children and take care of my future family” (excellent)).

In your presentations, you will indicate whether you had discussions about race, gender, class, sexual orientation, and (dis)ability in your families of origin. Try to creatively represent your roots with a song, picture, personal item, poem, drawing, etc. The only presentation aid that you will not be able to use is a computer. You will display your roots presentation and describe it to your peers in a 10-minute presentation. You will turn in a typed paper describing your cultural roots and your reaction to the assignment (e.g., what did you learn?). The maximum page limit for the paper is 15 double-spaced pages.

(c) **MEDIA LITERACY PRESENTATION:** In this assignment, you are asked to find examples of the theoretical (racism, sexism, classism, heterosexism, and ableism) issues as they are occurring in the larger world around us. At one point in the semester, you will be responsible for bringing in an artifact from the media (television, youtube, movie clip, news article, music video, magazine ad, commercial, etc.) to present to the class and facilitate a group critique. Using concepts and theories from class lectures and readings, you will help your peers identify the ways in which your artifact reinforces systems of privilege and oppression in our society. Please use an artifact that you uncover from your everyday life as opposed to simply Googling “sexist commercials.” Also, it is critical that the clip subtly (as opposed to blatantly) reinforces discriminatory messages. In other words, the artifact should not include obviously problematic content (e.g., overtly discriminatory language or images). Instead, the artifact should convey subtle discriminatory messages that are not necessarily apparent at first glance (e.g., music lyrics that are supposedly empowering for women, but actually promote sexist messages). Also, make sure that your artifact is not a satirical critique which is already making fun of the issue(s) (e.g., Family Guy, Samantha Bee). If you decide to present an audio or video clip, it should last up to 5 minutes. The group critique should last approximately 15 minutes. You may email me before your presentation week to receive feedback about the appropriateness of the artifact you have chosen to analyze.

(d) **BOOK CLUB:** In addition to the weekly assigned readings, you will be reading and discussing two critical consciousness-raising books. Book club discussions will occur at two different points throughout the semester. Please make sure to have the assigned book read before each discussion and be prepared to contribute in the following ways: 1) share 2-3 ways that the book was impactful in terms of your personal awareness/consciousness; 2) identify 1-2 specific passages that were impactful as well as talk about how the book has affected your personal and professional perspectives; 3) share how the book will impact your future career as a school counselor; and 4) share thoughts/suggestions for taking action against some of the injustices addressed in the book.

**Books:**
American Born Chinese by Gene Luen Yang
The Girl Who Fell from the Sky by Heidi Durrow

UNIVERSITY POLICIES & RESOURCES: As a student, you have the responsibility to be familiar with and uphold the Code of Academic Integrity and the Code of Conduct, as well as for notifying your course instructors in a timely fashion regarding academic accommodations related to absences and accessibility as indicated below.

You also have the right to know the expectations set by University Policy. The University of Maryland values the diversity of its student body and is committed to providing a classroom atmosphere that encourages the equitable participation of all students.

University Policies outlined at this link are particularly relevant to your experience in academic courses: http://apps.gradschool.umd.edu/Catalog/policy.php?the-academic-record. Topics that are addressed in these policies include academic integrity, student and instructor conduct, accessibility and accommodations, attendance and excused absences, grades and appeals, copyright and intellectual property.

ACADEMIC INTEGRITY: It is expected that your work will be characterized by academic integrity and honesty. You are expected to be familiar with the University policy on academic dishonesty, as this policy applies to our class as well as to others. One aspect of this expectation is that your work will be referenced and documented appropriately. If you have any questions about proper documentation or any other issues pertaining to academic integrity, please consult appropriate resources (e.g., APA Publication manual).

ACADEMIC ACCOMMODATIONS FOR PERSONS WITH UNIQUE NEEDS: In compliance with and in the spirit of the Americans With Disabilities Act (ADA), I would like to work with you if you have a disability that is relevant to your work in this course. If you have a documented disability and wish to discuss academic accommodations, please do not hesitate to contact me.

MULTICULTURAL & DIVERSITY STATEMENT: The American Counseling Association 2005 Code of Ethics’ Principles for Multicultural and Diversity Competencies as well as the Association for Multicultural Counseling and Development (AMCD) Cross-Cultural Competencies and Objectives will be observed and assessed in this course. The Diversity Competencies utilize a definition of diversity that includes race, class, gender, sexual orientation, religion and ability and emphasizes the acquisition of awareness, knowledge, and skills that will allow counselors to effectively facilitate counseling with diverse clients. The competencies are based on the assumption that all individuals develop in and are affected by their cultural context and thus, diversity affects all aspects of individual processes and interpersonal relationships. Diversity competence will be assessed in this course through written assignments, participation in experiential activities, and contributions to discussions. Intolerance and lack of compassion for the diverse cultural worldviews, traditions, and values of clients equals unethical and unacceptable counseling practice.
CourseEvalUM Fall 2012: Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.
*COURSE SCHEDULE*

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<thead>
<tr>
<th>DATE</th>
<th>TOPICS, READINGS, AND ASSIGNMENTS</th>
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<tbody>
<tr>
<td>1/29</td>
<td>Course overview</td>
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<tr>
<td></td>
<td>Introductions/getting to know each other</td>
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<td></td>
<td>Review syllabus and course requirements</td>
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<tr>
<td>2/5</td>
<td>Multicultural Counseling Competencies &amp; School Counselors</td>
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<tr>
<td></td>
<td>Take Harvard Implicit Bias Test for Disability, Race, and Sexuality and be prepared to discuss in class.</td>
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<td><a href="https://implicit.harvard.edu/implicit/selectatest.html">https://implicit.harvard.edu/implicit/selectatest.html</a></td>
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<tr>
<td>2/12</td>
<td>Social Justice</td>
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<tr>
<td>2/19</td>
<td>Intersectionality</td>
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<td></td>
<td>Tatum, B. D. (2000). The complexity of Identity: “Who am I?” In M. Adams et al. (Eds.), <em>Readings for diversity and social justice</em> (pp. 9-14). New York:</td>
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**Racial and Ethnic Identity**


**Institutional Racism**


**ASSIGNMENT DUE: PERSONAL AWARENESS PAPER & PRESENTATION**

**Xenophobia, Acculturation, & Acculturative Stress**


3/19        No Class—Spring Break

3/26        Classism


ASSIGNMENT DUE: BOOK CLUB #1 (American Born Chinese)

4/2        Sexism & Patriarchy


4/9        Homophobia & Heterosexism


4/16  
(Dis)ability  


ASSIGNMENT DUE: BOOK CLUB #2 (The Girl Who Fell from the Sky)

4/23  
Advocacy Presentations (4)

4/30  
Advocacy Presentations (4)

5/7  
Advocacy Presentations (3)

Course wrap-up

ADVOCACY PROJECT (30 points)

You will develop an advocacy project that focuses on a particular social injustice facing a marginalized student population (LGBT youth, students from poor and working class families, students with (dis)abilities, etc.). Students are encouraged to explore their practicum sites to identify potential advocacy projects. You will develop a plan of action to confront this issue at multiple systemic levels (individual, school, community, institutional). You are encouraged to be creative, utilizing multiple levels of resources to develop this project. You will present your project to the class in a 30-minute presentation. Projects must be approved by the instructor. Please be prepared to share all of your materials with the professor and your classmates (powerpoint slides, handouts, etc.). You should approach the presentation as if the class were the school administrators that you need approval from to implement the advocacy intervention in your school.

Presentations should be (30 points):

1. Well organized. Information is presented in a logical and engaging manner. Time is managed well and presentation does not exceed 25 minutes.
2. Compelling. Clear and compelling rationale is provided. Thorough explanation of need
for advocacy intervention.

3. **Informative.** Solid knowledge base of topic is demonstrated. Questions are answered with clear explanations and elaboration.

4. **Engaging.** Materials used in the presentation effectively help explain and reinforce presentation. Effective use of technology, handouts, etc.

5. **Well researched.** Project was thoroughly researched and current literature was reviewed.

6. **Demonstrate practicality.** Proposal provides clear and practical implications for practice.

**CACREP Core:**

Social and cultural diversity is one of the eight core areas of the CACREP Training Standards for counselors. This course will address the six areas of study contained in the social and cultural diversity core.

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
   a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
   b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;
   c. theories of multicultural counseling, identity development, and social justice;
   d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
   e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
   f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

We will also address:

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—
   i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

This course will meet the following CACREP Clinical Mental Health Counseling Diversity and Advocacy Knowledge Objectives:

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.

2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.
3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.

4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.

5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.

6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

This course will meet the following CACREP School Counselor Diversity and Advocacy Knowledge Objectives:

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.