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Spring 2-1-2023

### COUN 575.01: Multicultural Counseling

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**COUN 575 – Multicultural Counseling**  
**University of Montana Department of Counselor Education**  
**Spring 2023 Course Syllabus**

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**Instructor:** Emily Sallee, PhD  
Email: [emily.sallee@umontana.edu](mailto:emily.sallee@umontana.edu) Phone: 406-243-5273  
Office location: EDUC 335  
Office hours: By appointment

**Teaching Assistant:** Lillian Martz Email: [lillian.martz@umontana.edu](mailto:lillian.martz@umontana.edu)

**Class Location and Time:** (1/18-5/3) Wednesdays, 9:00a – 11:50a; Rm. 313

**Required text:**

Jun, H. (2018). *Social justice, multicultural counseling, and practice: Beyond a conventional approach*

*Additional Readings as Assigned*

**Recommended texts, available to borrow from instructor:**

- The Racial Healing Handbook (Singh, 2019)
- My Grandmother's Hands (Menakem, 2017)
- Demystifying Disability (Ladau, 2021)
- Biased (Eberhardt, 2020)

**Course Objectives & Standards:**

**AWARENESS**

- the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (*CACREP, 2.d.*)
- the effects of power and privilege for counselors and clients (*CACREP, 2.e*)
- the impact of spiritual beliefs on clients' and counselors' worldviews (*CACREP, 2.g*)

**KNOWLEDGE**

- multicultural and pluralistic characteristics within and among diverse groups nationally and internationally; (*CACREP, 2.a*)
- theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (*CACREP, 2.b*)
- multicultural counseling competencies (*CACREP, 2.c*)
- help-seeking behaviors of diverse clients (*CACREP, 2.f*)
- cultural factors relevant to clinical mental health counseling (*CACREP, MH 2.j*)

**SKILL**

- strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (*CACREP, 2.h*)
- a general framework for understanding differing abilities and strategies for differentiated interventions (*CACREP, 3.h*)

### **UM Counseling Dept KPIs:**

- KPI 2: Social and Cultural Diversity -- 2.F.2.d. students can describe the impact of heritage, attitudes, beliefs, understandings and acculturative experiences on an individual's view of others.
- KPI 3: Social and Cultural Diversity -- 2.F.2.e. students can identify the effects of power and privilege for counselors and clients.

### **Course Expectations:**

#### *Diversity Statement:*

This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

As your instructor, and consistent with [Diversity, Equity, and Inclusion Plan](#), I will [strive to] include the representation of different identities, characteristics, experiences and perspectives of all students. I will [aim to] offer everyone what they need to succeed by increasing access, resources, and opportunities for all, especially for those who are systematically underrepresented and have been historically disadvantaged. I will [desire to] create a welcoming learning environment in which differences are celebrated and everyone is valued, respected, and able to reach their full potential.

I believe that the learning environment is enriched when students' diverse perspectives are respected and shared. All students bring strengths to the classroom and I honor each student's perspectives in the learning environment. I respect all students' backgrounds, and will thoughtfully work to avoid discrimination on the basis of race, color, national origin, ancestry, religion, creed, sex, age, marital or familial status, physical or mental disability, sexual orientation, gender identity, or gender expression. I will choose course assignments, activities, and readings that are respectful of and responsive to diversity, equity, and inclusion.

I am part of a learning community that embraces the core values of diversity, equity, and inclusion, while acknowledging that existing systems, like higher education, have led to the oppression and marginalization of a range of minoritized groups, including, but not limited to Indigenous people in Montana, in North America, and around the world. My intent is foster a welcoming classroom environment; yet I recognize that bias or discrimination may occur. UM encourages anyone who experiences or observes unfair or hostile treatment on the basis of identity to speak out for justice and support. The following are resources available [UM DEI website](#).

#### *Attendance & Participation:*

In lieu of an attendance and participation grade for this course, students are expected to engage with the materials, the class time, and each other to the level that best suits their individual learning needs and professional development growth. Students are encouraged to contact the instructor with questions regarding this policy as well as ongoing feedback to benefit their experience throughout the course.

### *Assignments:*

Assignments are to be turned in via Moodle on the day the assignment is due, unless otherwise specified. If/when a student needs to turn in an assignment late, it is appreciated that communication with the instructor happens as soon as possible to engage in fluid dialogue and reasonable flexibility.

### *Evaluation:*

In lieu of a quiz or test, evaluation of the students' engagement with the course material will be assessed via the assignments and discussions throughout the course.

### *Ethical Conduct:*

In this course, as in every other course in the counseling program, it is expected that all students adhere to the ethical guidelines as outlined by the American Counseling Association's Code of Ethics, which can be found at <http://www.counseling.org/knowledge-center/ethics>. Some of the material discussed in this course is of a sensitive nature. It is expected that students will engage with the material and with each other in this course, while maintaining appropriate boundaries and behaviors. Please discuss with the professor any concerns you have regarding ethical conduct.

### *Academic Integrity:*

Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system.

### *UM COVID Statement:*

This course is designed for **in-person instruction and learning**. However, UM offers guidance for students who contract COVID and/or need to care for a family member sick with the virus:

- If you feel sick and/or are exhibiting COVID symptoms, please don't come to class and contact the Curry Health Center at (406) 243-4330.
  - Contact the instructor and offer information you feel comfortable sharing in regards to your illness.
- If you are required to isolate or quarantine, you will receive support in the class to ensure continued academic progress.
  - If able to attend, the instructor will provide you with a Zoom accommodation.
  - If not able to attend via Zoom, the instructor will record the course and share the recording with you.
- UM recommends students get the COVID vaccine and booster. Please direct your questions or concerns about vaccines to the Curry Health Center.

### **Students with Disabilities Notice:**

If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me privately to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted [Disability Services](#), located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications.

### **Land Acknowledgement and Action Statement:**

The University of Montana resides on the traditional lands of many Indigenous peoples including the Selis (Salish), Ksanka (Kootenai), and Qlispe (Kalispel). Many other Indigenous peoples including the Amskapi Pikuni (Blackfeet), Nimiipuu (Nez Perce), Shoshone, Bannock, and Schitsu'umsh (Coeur D'Alene) also relied upon their traditional knowledge and relationships with this land and this space for survival in the past and today.

We acknowledge that educational, health, and legal systems have led to the direct removal, oppression, and marginalization of Indigenous people throughout Montana and the nation. The University of Montana strives to improve education, service, and scholarship for all Indigenous peoples through actions aimed at respecting tribal sovereignty, empowering Indigenous scholars, and creating safe learning environments for all students to live, work, and learn together in equitable and positive ways.



*This statement was developed with the Leadership of Dr. Annie Belcourt (Blackfeet, Mandan, Hidatsa, Chippewa), Professor in the School of Community and Public Health Sciences*

### **Assignments:**

#### **1. Weekly Journal Entries (5 points each; 50 points possible – 2 freebies or EC) KPI 2 -- 2.F.2.d.**

Intentional growth in our own self-awareness directly impacts our ability to be present and effective with clients/students as competent counselors. Being an active participant in our own professional *and* personal development in the areas of multicultural competence and humility is imperative. As such, students in this course will engage in weekly journaling to reflect on the content of this course (lectures, activities, field trips, guests, films, podcasts, readings, etc) and consider its influence on their own growth in self-awareness, knowledge, and skills as counselors-in-training. Students may also address reactions and professional implications to related current events and/or legislative actions locally or nationally.

The expectation is for students to *create one document that they submit each week*, adding entries to the top of the doc (i.e. most recent entry comes first). Entries must be thoughtful and reflect on-going growth – that may equate to one paragraph or one page (please keep each entry under one page, double-spaced). These journal docs will be turned in via Moodle at the end of each week (Sunday evening).

Note that there are 12 entries (5 points each), but only 50 points possible. Students may elect to not submit 1-2 entries of their choosing (note on journal doc) or receive extra credit for completing all 12 entries, as outlined in the course calendar.

**2. Advocacy Activity (50 points) – DUE 4/19 (Week 13) – groups of 2**

The advocacy portion of this course will be in identification and research into an issue that you and a partner would like to advocate in addressing an aspect of oppression on behalf of the group you chose. This law/policy/practice and its intended consequences should be researched thoroughly. A 3-5 page paper/outline will be submitted via Moodle, describing the (1) oppressed group and related background information; (2) allies identified (and hopefully contacted); (3) advocacy in action steps (present and future); and (4) both pre-judgments/assumptions and reflective comments about the advocacy work. Dyads will have time in class (on April 19<sup>th</sup>) to informally share their research and plans for advocacy.

**3. Counter Narrative Story Project (50 points) – DUE 4/26 (Week 14) – groups of 3**

Counter Narratives are written, oral, and visual representations that allow the creator to examine alternate perspectives that may be missing or underrepresented. They challenge ideologies, discourse, and stories that disempower individuals whose real stories and experiences are not often told (think: [Chimamanda Ngozi Adichie's "The Danger of a Single Story"](#)). Other written examples will be shared in class.

Each group (of 3) will create a counter narrative story reflecting one of the five main topics/groups addressed in this course: gender identity/affectional orientation, race/ethnicity, class, ability/disability, and religion. To clarify, only one group will reflect each topic/group. The group will utilize articles and personal narratives to create a story, magazine, graphic novel, or other approved idea (containing both visual and written content) to write a counter narrative story about the minoritized group. They will also include positionality statements and resources that either support the development of the narrative or serve as avenues for more information. Triads will share their counter narrative story via a gallery walk in class (on April 26<sup>th</sup>), as well as submit an electronic version or photos of the actual story in Moodle.

***Tips for Positionality Statements:***

Each author will write a one paragraph biographical positionality statement that details some of their social identity positions (i.e. ability/disability, gender, gender identity, race, ethnicity, class, affectional orientation, country of origin, religion, etc.) that impact their life outcomes and worldview. It is important that readers of the story understand the social positions occupied by the authors and how they may impact perspectives in writing their story. Positionality statements are also useful in professional practice!

***Tips for Counter Narratives:***

Before writing the story, be sure to consider:

- Who is speaking in the story?
- What are they speaking about?
- How are they communicating their experiences?
- How are you using color, imagery, and language to express their experience?

**\*\*Avoid tropes or stereotypes about the minoritized group, and be sure you don't inadvertently reinforce a dominant narrative in your story!**

#### 4. Digital Cultural Narrative (50 points) – DUE 5/3 (Week 15)

##### KPI 3 -- 2.F.2.e.

The skill and art of being a multicultural competent counselor rests in our ability to understand the issues our clients bring through *their* lens. This is more than empathy. It is about being self-aware counselors attuned to privilege and oppression. Every experience has roots in privilege or marginalization (often both). To effectively engage our clients, we must understand how race, ethnicity, sex, gender, sexual orientation, age, class, ability, religious affiliation, spirituality, and other critical components of identity undergird their experience. This assignment is about being self-aware to cultural factors that undergird your experience.

You will create a digital narrative that builds on a critical incident in your life, and examine its meaning with a cultural lens. First, reflect upon your life experiences and identify a critical incident that strongly influenced how you see the world and define your role in it. In this case, a critical incident will serve as an event that lead you to pause, re-examine yourself, and develop a new awareness or meaning of who you are/what you stand for/how you see the world.

After identifying this incident, tease out the cultural meanings, privilege, marginalization, and sources of oppression that shaped it. Questions to ask yourself may include: How do my family and community expectations come into play here? How does my health and physical ability factor into this story of who I am? How has my socioeconomic status influenced this incident? What role do my gender, race, ethnicity, and sexual orientation play? How does the privilege and oppression grounded in race, gender, ability, sexual orientation, ethnicity, socioeconomic status, and the like shape the critical incident?

Upon solidifying these reflections, write a script telling the narrative of the critical incident and cultural factors that set the stage for the experience. Aspects of your culture should be easily identified throughout the story. These aspects do not have to be overstated, but do need to be recognizable. The goal is for your audience to gain a rich sense of who you are and where you come from through your story telling. Examples of cultural influence in the digital story include themes about religion, race, family of origin, socioeconomic status, neighborhood /community/geographic region, gender, sex, ethnicity, sexual orientation, physical ability, education, and the like. You will then record the script and set it to images that further capture the essence of the story. **Each digital story should be between 5 and 7 minutes.**

When turning in your assignment, please have your narrative secured and linked to a private viewing application (UM Box, YouTube, etc.) for watching. Share this link with the instructor (via Moodle). At the end of the class, we will have the opportunity to view each other's digital cultural narratives. If you would like your digital cultural narrative to remain private, please contact your instructor.

### Breakdown of Points:

Assignment	Points	Percentage
Weekly Journal Entries (2 freebies or EC)	50	25%
Application and Advocacy Project	50	25%
Counter Narrative Story Project	50	25%
Digital Cultural Narrative	50	25%
TOTAL	200	100%

A = 93%+

B = 83-86%

C = 73-76%

D = 63-66%

A- = 90-92%

B- = 80-82%

C- = 70-72%

D- = 60-62%

B+ = 87-89%

C+ = 77-79%

D+ = 67-69%

F = Below 60

### A FEW NOTES ON ETHICS

#### The Use of “Self” in Learning

This course will involve role-plays, experiential exercises, and assignments that can involve personal exploration. These exercises are intended to be learning activities designed to aid you in your counselor development.

Sections F 3a-b in the ethical standards, address the issue of student limitations and student self-disclosure and the role of the counselor educator. Both sections of the Code of Ethics are listed below.

#### *F.3. Students and Supervisees*

*a. Limitations.* Counselors, through ongoing evaluation and appraisal, are aware of the academic and personal limitations of students and supervisees that might impede performance. Counselors assist students and supervisees in securing remedial assistance when needed, and dismiss from the training program supervisees who are unable to provide competent service due to academic or personal limitations. Counselors seek professional consultation and document their decision to dismiss or refer students or supervisees for assistance. Counselors ensure that students and supervisees have recourse to address decisions made to require them to seek assistance or to dismiss them.

*b. Self-Growth Experiences.* Counselors use professional judgment when designing training experiences conducted by the counselors themselves that require student and supervisee self-growth or self-disclosure. Safeguards are provided so that students and supervisees are aware of the ramifications their self-disclosure may have on counselors whose primary role as teacher, trainer, or supervisor requires acting on ethical obligations to the profession. Evaluative components of experiential training experiences explicitly delineate predetermined academic standards that are separate and do not depend on the student's level of self-disclosure.



**Calendar of Coursework Activities:** The following is an approximate guide to this course. Some variations may occur as a function of (a) our being either slightly behind or slightly ahead of a listed topic for a given date, **(b) additional readings to be announced during the course,** and (c) the needs of the students.

DATE	TOPIC	READINGS	ACTIVITIES and ASSIGNMENTS <input type="checkbox"/> <i>Denotes out of class assignment</i>
Week 1 1/18	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Groundwork</li> <li>• Culture, Power, &amp; History</li> <li>• Identity &amp; Intersections</li> <li>• Intrapersonal Communication</li> </ul>	Jun Chapters 1-3	Lecture Topics: <ul style="list-style-type: none"> <li>- Review syllabus</li> <li>- MC Competencies</li> <li>- Definitions</li> <li>- Cycle of Oppression</li> </ul> *Bring cultural item to class  <input type="checkbox"/> Journal #1
Week 2 1/25	<ul style="list-style-type: none"> <li>• Learning &amp; Awareness</li> <li>• Privilege</li> <li>• Assessment of Values, Beliefs, and Biases</li> </ul>	Jun Chapters 1-3	Lecture Topics: <ul style="list-style-type: none"> <li>- Positionality</li> <li>- Power Wheel mapping</li> <li>- Stereotypes</li> <li>- Implicit Bias; Johari's Window</li> </ul> <input type="checkbox"/> Journal #2
Week 3 2/1	<ul style="list-style-type: none"> <li>• Sexism</li> <li>• Cissexism</li> <li>• Heterosexism</li> </ul>	Jun Chapters 5-7  UM Allies Training Packet	Guest: Beckett Redinger ( <a href="#">UM Allies</a> )  <input type="checkbox"/> Journal #3
Week 4 2/8	<ul style="list-style-type: none"> <li>• Sexism</li> <li>• Cissexism</li> <li>• Heterosexism</li> </ul>	Jun Chapters 5-7	Film: <a href="#">"Disclosure"</a>  <input type="checkbox"/> Podcast: <a href="#">Gender Reveal Podcast</a> → choice of episode  <input type="checkbox"/> Journal #4
Week 5 2/15	<ul style="list-style-type: none"> <li>• Racism</li> </ul>	Jun Chapter 4	Lecture Topics: <ul style="list-style-type: none"> <li>- Racial Identity Development</li> <li>- Historical context</li> </ul> Film: <a href="#">"100 Years"</a> Guest: Sabina Sabyrkulova  <input type="checkbox"/> Journal #5

Week 6 2/22	<ul style="list-style-type: none"> <li>• Racism</li> </ul>	Jun Chapter 4	Field trip: <a href="#">All Nations</a> Film: “100 Years” (wrap-up)  <input type="checkbox"/> Podcast: <a href="#">This American Life - Talking While Black</a> <input type="checkbox"/> Journal #6
Week 7 3/1	<ul style="list-style-type: none"> <li>• Classism</li> </ul>	Jun Chapter 8	Lecture Topics: <ul style="list-style-type: none"> <li>- Poverty</li> <li>- Generational Poverty</li> </ul> Film: <a href="#">“Liberation”</a>  <input type="checkbox"/> Journal #7
Week 8 3/8	<ul style="list-style-type: none"> <li>• Classism</li> </ul>	Jun Chapter 8	Field trip: <a href="#">Poverello Center</a> Guest: Lillian Martz  <input type="checkbox"/> Podcast: <a href="#">On the Media – Busted: America’s Poverty Myths</a> → choice of episode <input type="checkbox"/> Journal #8
Week 9 3/15  *No class 3/22 – Spring Break	<ul style="list-style-type: none"> <li>• Ableism/</li> <li>• Disabilism</li> </ul>	Jun Chapter 9	Lecture Topics: <ul style="list-style-type: none"> <li>- Hierarchy of Disability</li> <li>- Environmental &amp; Sociopolitical Models of Disability</li> </ul> [Field trip: <a href="#">MonTECH</a> ]  <input type="checkbox"/> Journal #9
Week 10 3/29	<ul style="list-style-type: none"> <li>• Ableism/</li> <li>• Disabilism</li> </ul>	Jun Chapter 9	Film: <a href="#">“Crip Camp”</a> Guest: Kanbi Knippling  <input type="checkbox"/> Podcast: <a href="#">Disability Visibility</a> → choice of episode <input type="checkbox"/> Journal #10
Week 11 4/5	<ul style="list-style-type: none"> <li>• Other Isms, including Religion</li> </ul>	Jun Chapter 10	Guest: <a href="#">Tobin Shearer, PhD</a>  Podcast: <a href="#">The Voice of Counseling – Spirituality and Religion in Counseling</a>

			<input type="checkbox"/> Journal #11
Week 12 4/12	<ul style="list-style-type: none"> <li>• Other Isms, including Religion</li> </ul>	Jun Chapter 10	*Faith community field trip *Choice of film  <input type="checkbox"/> Journal #12
Week 13 4/19	<ul style="list-style-type: none"> <li>• Theory to Practice</li> <li>• Identity Construction and Multiple Identities</li> </ul>	Jun Chapters 11-12	<b>Advocacy assignment DUE</b> → Share-out (i.e. no pres) in class
Week 14 4/26	<ul style="list-style-type: none"> <li>• Culturally Appropriate Assessment</li> <li>• Culturally Appropriate Treatment</li> <li>• Broaching</li> </ul>	Jun Chapters 13-14	<b>Counter Narrative assignment DUE</b> → Share in class via gallery walk
Week 15 5/3	<ul style="list-style-type: none"> <li>•</li> </ul>		<b>Digital Narrative assignment DUE</b> → Share/present in class  <input type="checkbox"/> Course Evaluation

### **Campus Safety and Emergency Procedures**

[Campus safety](#) is of the utmost importance at the University of Montana and the Phyllis J. Washington College of Education and Human Sciences. *Emergencies are rare*, but if one should arise during class, everyone will need to work together. Be aware of your surroundings and familiar with some basic safety and security concepts. Emergency procedures will be discussed during the first class of each semester or session. Above all, remember to dial 911 to report all emergencies.

Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. (Areas of refuge are located at the elevator doors on the second and third floors.) Please notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency situation.

[UM's emergency notification system](#) notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear.

Please report suspicious activity by calling 911 or (406) 243-4000. [An online form is also available](#). You may elect to remain anonymous when making a report.

[Active shooter preparedness](#) requires that we develop a survival mindset. [UM recommends the "Run, Lock, Fight"](#) response for an [active shooter](#) incident.

#### RUN

- Quickly assess your situation.
- Leave your belongings behind.
- Keep your hands visible for law enforcement.

#### HIDE

- Hide in an area out of the shooter's view.
- Block entry to your hiding place and lock the doors.
- Silence your cell phone and/or pager.

#### FIGHT

- As a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the shooter.
- Act with physical aggression and throw items at the active shooter.

Finally, stay current with campus safety information by following [UM's Police Department](#) on Twitter [@UMPublicSafety](#).