



COUN 5040: MULTICULTURAL PERSPECTIVES

Institutional Information

Antioch University Seattle
Master of Arts in Clinical Mental Health Counseling (CMHC) Program

Basic Course Information

COUN 5040: MULTICULTURAL PERSPECTIVES

3 credits (quarter)

Term Year

Required prerequisites: COUN5030: Family of Origin Systems or COUC5030: Family of Origin Systems and Creative Arts Therapy (for CFT/CMHC students), space may be available for other students during late registration and WRTG6110: Writing in Psychology.

Day, Dates & Times:

First and last day of the course)

(Meeting times and locations (On Campus, Hybrid (w/ ASYNC & SYNC) and/or Online denoted per date)

Instructor Information

(Instructor's name)

2400 3rd Avenue, Suite 200, Seattle, WA 98121

Antioch email address (*only - Do not include personal or other email address.*)

Office hours/instructor availability:

(ZOOM Drop-in Hours and link)

Course Owner and Course Liaison Information

- **Primary Course Owner/Liaison:**
Mariamee Gonzalez, Ph.D.: mgonzalez3@antioche.du
- **Secondary Course Owner/Liaison:**
Tanya Johnson, Ph.D.: tjohnson17@antioch.edu
- **Course Consultant**
Keiko Sano, Ph.D.: ksano@antioch.edu

Course Description

The purposes of this course are twofold. First, the class promotes an understanding and appreciation of cultural and ethnic differences among individuals, groups, and families and the impact of such differences on the theory and clinical practice of counseling. Second, the course enhances students' abilities to apply their knowledge in the area of multicultural perspectives to their personal lives and professional work. Culture will be defined broadly to address race and ethnicity (including national origin) with cultural intersections such as religion, gender, socioeconomic status, age, sexual orientation, and persons with disabilities. Multicultural Perspectives is the second course in a two-quarter sequence (following Family of Origin Systems) for entering clinical students.

Learning Experiences

Pedagogical Design: This course is a mix of didactic and experiential learning and will be taught in a hybrid modality. Attendance (for both on-campus and synchronous remote classes), completion of all online work (discussion forums and any recorded lecture material), and overall active participation are crucial for

success. Students will explore the goals outlined through didactic lectures and experiential work including reading, large and small group discussion, videos, skills practice, research, interviewing and writing. All phones should be silent during class. Laptops should only be used for class related activities.

Because of the experiential learning inherent in this course, the instructor uses an emergent design process, which means that the instructor may change the design of the course depending upon group and class development needs. The instructor will discuss this process with student participants should the need arise.

Program Competencies & Outcomes

By successfully completing the requirements for this course, students will be able to understand and demonstrate competencies in the following areas.

Student Learning Objectives (SLOs):

1. Increase your awareness of your cultural heritage and examine how it has shaped your attitudes, values, beliefs and behaviors. (CMHC)
2. Increase your understanding of the multicultural history of North America. (CMHC)
3. Increase awareness of the mechanisms of societal oppression, and their manifestation in personal relationships and institutional settings. (CMHC)
4. Increase your awareness of biases inherent in traditional European-American approaches to counseling and how these biases influence theory and practice. (CMHC)
5. Enhance your ability to apply your knowledge in the area of multicultural perspectives to your personal life and professional work. (CMHC)
6. Understands multiple cultural identities and the ways in which they influence human development and interaction. (CFT)
7. Takes a multicultural perspective in addressing personal and institutional manifestations of oppression and privilege. (CFT)

CFT Course Competency Information: CFT Competency Domain: This course is within the *Multicultural Therapy* (Domain #6). **CFT Student Learning Objectives (SLOs).** Out of the five SLOs in the CFT Program, the following SLOs will be addressed in this course:

- SLO-1: CFT students demonstrate knowledge relevant to individual, couple, and family therapy
- SLO-2: CFT students demonstrate skills relevant to individual, couple, and family therapy
- SLO-3: CFT students demonstrate self-awareness
- SLO-5: CFT students demonstrate awareness and sensitivity regarding diverse populations

CFT Course Competencies. More specifically, by successfully completing the requirements for this course, students will be able to:

- Understands multiple cultural identities and the ways in which they influence human development and interaction.
- Takes a multicultural perspective in addressing personal and institutional manifestations of oppression and privilege.

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards (2016):

Section 2: Professional Counseling Identity

F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

E. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

F.2. SOCIAL AND CULTURAL DIVERSITY

- A. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- B. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- C. multicultural counseling competencies
- D. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others
- E. the effects of power and privilege for counselors and clients
- F. help-seeking behaviors of diverse clients
- G. the impact of spiritual beliefs on clients’ and counselors’ worldviews
- H. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Standards for Clinical Mental Health Counseling Program:

Section 5. C.2.J. cultural factors relevant to clinical mental health counseling

C.2.i.legislation and government policy relevant to clinical mental health counseling

<i>Student Learning Objectives</i>	<i>Key Performance Indicators</i>	<i>Direct Evaluative Methods</i>
Increase your awareness of your cultural heritage and examine how it has shaped your attitudes, values, beliefs and behaviors. (CACREP 2 F.2.a; 2.f.2.b;2.F.2.D;2.F.2.G)	<i>Course readings, active participation during class and/or online forums.</i> <i>Students will explore their attitudes and beliefs, knowledge, skills, and action relative to their self-awareness and worldview.</i>	Journaling. Self-Exploration Paper.
Increase your understanding of the multicultural history of North America and global intersections. (CACREP 2. F. 2.a.)	<i>Course readings, active participation during class and/or online forums, and presentations.</i> <i>Students will explore historical context related to how different forms of oppressions and events have influenced current assumptions, attitudes, values, beliefs, biases, social identities, social</i>	Journaling. Self-Exploration Paper. Cultural Research and Social Justice Presentation on a specific population

	<i>group statuses, and experiences with power, privilege, and oppression.</i>	
Increase awareness of the mechanisms of societal oppression, and their manifestation in personal relationships and institutional settings. (CACREP Professional Identity 2.F.1.E; CACREP Social & Cultural 2.F.2.H; 2.F.2.E.; Section 5.C.2.i)	<p><i>Course readings, active participation during class and/or online forums and presentations.</i></p> <p><i>Students will explore the intersection of identities and the dynamics of power, privilege, and oppression that influence the counseling relationship.</i></p> <p><i>Students will learn to appropriately discern, utilize and integrate advocacy counselor competencies and strategies within diverse settings and for the American Counselling Association professions.</i></p>	Journaling. Social Justice and Advocacy Assignment. Self-Exploration Paper. Cultural Research and Social Justice Presentation on a specific population.
Increase your awareness of biases inherent in traditional European-American approaches to psychology and how these biases influence theory and practice. (CACREP 2. F. 2.a; 2.F.2.b;2.F.2.G.)	<p><i>Course readings, active participation during class and/or online forums and presentations.</i></p> <p><i>Students will explore historical context related to how different forms of oppressions and events have influenced the counseling profession, including curriculum development.</i></p>	Journaling. Self-Exploration Paper. Cultural Research and Social Justice Presentation on a specific population.
Enhance your ability to apply your knowledge in the area of multicultural perspectives to your personal life and professional work. (CACREP Professional Identity 5. C.2.J; and Section 2.F.2.b; 2.F.2.H)	<p><i>Course readings, active participation during class and/or online forums.</i></p> <p><i>Students explore how to culturally modify the Multicultural and Social</i></p>	Journaling. Self-Exploration Paper.

	<p><i>Justice Counseling Competencies (MSJCC), framework to implement multicultural and social justice competencies into their own deliverance of counseling theories, practices, and research. Students will reflect and learn to ingrate this socioecological model into their professional and personal identities to create congruence as social justice advocates.</i></p>	
<p>Learn about evidence based counselling practices within diverse settings (CACREP 2.F.2.B.;2.F.2.C.;2.F.2.F; and Section 5. C.2.J.)</p>	<p><i>Course readings, active participation during class and/or online forums, and group presentations.</i></p> <p><i>Students learn to appropriately discern, utilize and integrate multicultural counseling empowerment competencies and strategies within and for individuals and families within diverse settings.</i></p>	<p>Journaling. Self-Exploration Paper. Cultural Research and Social Justice Presentation on a specific population.</p>

Learning Resources

Required Textbooks & Readings	
Book Titles & Authors	ISBN
V. S. and Sue, D. (2016). <i>Counseling the Culturally Diverse: Theory and Practice</i> , (7th Edition). Hoboken, NJ: John Wiley & Sons, Inc.	ISBN-10: 111908430X ISBN-13: 978-1119084303
*Other required readings (articles, chapters, etc.) will be posted on Sakai.	

Supplemental Resource

American Psychological Association. (2019). <i>Publication manual of the American Psychological Association</i> (7 th ed.). Author.
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Teaching Statement:

Books for fun (not required):

Delgado, J.L. (2010). *The Latina Guide to Health: Consejos and Caring Answers*. New York, New York: William Morrow.

dams, M., Blumenfeld, W.J., Chase, D., Catalano, J., Dejong, K., Hackman, H.W., Hopkins, L.E., Love, B., Peters, M.L., Shlasko, D., & Zuniga, X. (Eds.). (2018). *Readings for Diversity and Social Justice*. (4th ed.) New York, New York: Routledge.

Alexander, Michelle. (2010). *The new Jim Crow: mass incarceration in the age of colorblindness*. New York: [Jackson, Tenn.]: New Press; Distributed by Perseus Distribution.

-Ying Chung, R., & Bemak, F. P. (2012). *Social justice counseling. The next steps beyond multiculturalism*. Thousand Oaks, CA: Sage.
N-13: 978-1412999526 ISBN-10: 1412999529

. (2010). Oppression. In M. L Andersen & P. H. Collins (Eds.). *Race, class and gender* (7th ed.) (pp. 43-45). Belmont, CA: Wadsworth

b. (1996). *Where we stand: Class matters*. New York: Routledge.

taki, R. (2008). *A different mirror: A history of multicultural America*. New York: Back Bay Books.

Terkel, S. (1980) C.P. Ellis. In S. Terkel. *American dreams lost and found* (pp. 200-211). New York: The New Press.

Walker, A. (1992) paperback (2008). *Possessing the Secret of Joy*. New York: New York Press. ISBN-10: 1595583645
ISBN-13: 978-1595583642.

Watters, E. (2010). *Crazy Like Us: Globalization of the American Psyche*. New York, New York: Free Press. ISBN-10: 1416587098

(2008). *White like me: Reflections on race from a privileged son*. Soft Skull Press: New York.

Young, I. (2010). Five faces of oppression. In M. Adams, W. J. Blumenfeld, C. Castaneda, H. W. Hackman, M. Peters, & X. Zuniga (Eds.). *Readings in diversity and social justice* (2nd ed.) (pp. 35-45). New York: Routledge.

Vargas, D. (2019). *The Color of My Mind: Mental Health Narratives from People of Color*. San Francisco, CA: Reclamation Press.

Free Self-care workbooks

Self-care 101: <https://www.blurtitout.org/wp-content/uploads/2017/12/The-Self-Care-Project-worksheets.pdf>
Empowerment focus: <https://www.empowermt.org/wp-content/uploads/2016/11/Self-Care.pdf>

Guidebook on Vicarious Trauma: Recommended Solutions for Anti-Violence Workers (feminist perspective) https://vtt.ovc.ojp.gov/ojpasset/Documents/OS_Vicarious_Trauma_Guidebook-508.pdf

Free wellness Book (lots of fun self-care quizzes): <https://www.blurtitout.org/wp-content/uploads/2017/12/The-Self-Care-Project-worksheets.pdf>

<https://static1.squarespace.com/static/575cf8c120c647c0a0062afa/t/5a1f4308e4966bb1ff15b754/1511998216344/self+care+workbook.pdf>

All types of self-care (sobriety, mindfulness, ect.) <https://mindremakeproject.org/2018/11/12/free-printable-pdf-workbooks-manuals-and-self-help-guides/>

Self-Care and Compassion: <https://www.queensu.ca/studentwellness/sites/webpublish.queensu.ca.swswww/files/files/Counselling/Just%20as%20I%20am%20Workbook.pdf>

For those who identify as a mother: <https://www.queensu.ca/studentwellness/sites/webpublish.queensu.ca.swswww/files/files/Counselling/Just%20as%20I%20am%20Workbook.pdf>

Depression Self-Management Toolkit <https://www.commongroundhealth.org/Media/Default/Resource%20library/Behavioral%20health/Tools/Depression%20Self%20Management%20Toolkit%20Feb%2012.pdf>

Me and White Supremacy Workbook www.meandwhitesupremacybook.com

****Not free**

Singh, A. (2018). The Queer and Transgender Resilience Workbook: Skills for Navigating Sexual Orientation and Gender Expression (New Harbinger Self-Help Workbook). Oakland, CA: New Harbinger Publications; Workbook edition.

Helpful Counseling Links

American Counseling Association(ACA) link: www.counseling.org

Seattle Counselors who focus on multicultural counseling: www.MulticulturalCounselors.org

Washington State Department of Health link: www.wastategov/deptofhealth

Washington Counseling Association link: www.wacounseling.org

ACA trauma and disaster link: <http://www.counseling.org/knowledge-center/trauma-disaster>

ACA Divisions link: <http://www.counseling.org/about-us/divisions-regions-and-branches/divisions>

ACA Code of Ethics link: <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

ACA AMCD MC Competencies link: http://www.counseling.org/Resources/Competencies/Multicultural_Compentencies.pdf

ACA Social Justice Code of Ethics link: http://www.psysr.org/jsacp/lbrahim-v3n2_1-21.pdf

ACA Facebook Page link: <https://www.facebook.com/American.Counseling.Association>

<https://implicit.harvard.edu/implicit/selectatest.html>

<https://www.ngtctn.com/> National Queer and Trans Therapist of Color Network

https://www.therapyforblackgirls.com/gd_therapist/ Therapy for Black Girls

Women of Color Network www.wocninc.org

Pro Bono Therapy for Black Lives Matter Activists www.healingforactivists.com/cities/therapy-for-activists-philadelphia/

Counselors for social justice <http://counselorsforsocialjustice.com/>

<http://counselorsforsocialjustice.org/index.html>

Tolerance <http://www.tolerance.org/index.jsp> <https://implicit.harvard.edu/implicit/selectatest.html>

The Color of Fear, Parts One, Two, and Three <http://www.diversitytrainingfilms.com/>

The Diversity Challenge <http://www.bc.edu/schools/lsoe/isprc/dc.html>

Center for Equal Opportunity <http://www.ceousa.org/>

Jane Elliott <http://www.janeelliott.com/>

Course Requirements

To obtain credit for this course, all students must meet minimum attendance, scholarship, and competency standards. The specific course criteria and assessment standards for obtaining credit and competency are delineated below.

Attendance. Each student is expected to be on time and attend all classes. Failure to attend less than 90% of the class meeting time, or 27 clock hours, will result in no credit for the course unless appropriate makeup work is completed. If a student falls below the minimum standard of attendance (90%), it is the student's responsibility to arrange for appropriate makeup work with the instructor. No makeup work or credit will be granted in those cases where 80% or more of the class meeting time has been missed. Anyone who misses first night of class will not be able to remain in course.

Completion and Timeliness of Work: Students are expected to complete their work by the due date, unless prior arrangements have been made with the instructor. All assignments should be completed thoroughly, addressing each prompt or element of the assignment. Participation in in-class activities is considered an important component of the coursework.

Participation: Active participation in class exercises, online forums and discussions. (e.g., to engage in both small and large group interactions in a manner that demonstrates interpersonal effectiveness, openness to feedback, and respect for the community of learners). Level of involvement and depth of content will reflect on course competencies: critical thinking, verbal communication, oral presentation, and interpersonal skills.

Scholarship. All written papers must conform to APA writing standards of graduate-level scholarship. Completion of written assignments (written work should be typed, double-spaced, proofed, and reflect graduate competency in both technical and grammatical arenas; research papers should reflect APA format). Further revisions are at the discretion of the instructor. Students may submit papers electronically via email and turn in hard copy to the instructor. Students are responsible to be proactive and approach the instructor, prior to deadline, for *possible* considerations for extensions. Student must receive approval from instructor either in a verbal or written format. Extension of an assignment may result in partial credit to no credit. Failure to turn in an assignment will result in failure of the course. Any demonstration for lack of responsibility or disrespect towards instructor for the above will be reflected in the competency narrative for emotional maturity, ethical conduct, and other competencies. For final paper, revisions will not be allowed in this class. Assignments are expected to be on time. Assignments that receive "partial credit" or "no credit" should be considered below graduate level work, and place the student in jeopardy of not receiving credit for the course. Hard copies of final papers can be mailed if the student supplies a self-addressed stamped envelope.

Course Evaluations: The final course evaluation (Week 10) is required for all students in all courses.

Competency

CFT/CMHC/CAT COURSE & PROFESSIONAL COMPETENCY ASSESSMENT CRITERIA

COURSE COMPETENCY: In order to be granted credit for a specific course, at a minimum, all CFT, CFT/CAT, CMHC, CMHC/CAT students must demonstrate an overall "Required Competency".

CFT/CFT-CAT STUDENTS: Additionally, in order to successfully move into the internship year and to graduate, students must demonstrate overall "Intermediate Competency" in 50% of courses within each of the nine competency domains for the CFT program. A comprehensive student review by the faculty occurs early and various points in their progress through the curriculum. If the student falls below competency in any of the courses or if the student fails to achieve intermediate competency in a minimum of 50% of courses within one

or more competency domains, a Student Development Plan (SDP) will be implemented, in collaboration with their advisor, to map out specific steps toward academic improvement.

CMHC/CMHC-CAT STUDENTS: Additionally, in order to successfully move into the internship year, students must demonstrate an overall “Intermediate Competency” in at least 50% of “required” courses to date, and in order to successfully graduate the student must demonstrate an overall “Intermediate Competency” in at least 75% of “required” courses. A comprehensive student review by the faculty occurs at early and midpoints in their progress through the curriculum. If the student falls below competency in 50% of “required” courses as they prepare to enter internship, a Student Development Plan (SDP), will be implemented, in collaboration with their advisor, to map out specific steps toward academic improvement.

Assessment Criteria for CMHC Students

In addition to the competencies specific to each course, CFT/CMHC students are also evaluated on 5 areas of **Professional Core Competencies (PCC)**, with subsidiary **Skill or Knowledge Domains (SKD)**, to be demonstrated in each course and throughout their graduate counseling or therapy experience with peers, faculty, clients, and colleagues. These Professional Core Competencies are:

PCC – Professionalism and SKD – Professional:

Adheres to the ethical guidelines of AAMFT/ACA. Behaves in a professional manner towards supervisors, instructors, peers, and clients (e.g. emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others - shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.

PCC - Reflective Practice and SKD – Perceptual:

Demonstrates capacity to engage in self-analysis, flexibility in thinking, sitting with abstract concepts and complexity. Exhibits ability to take responsibility for behavior, choices, and mistakes.

PCC - Applied Critical Thinking and SKD - Conceptual/Evaluative:

Able to recognize multiple sides of an issues, tolerate ambiguity, accept situations which require flexibility in thinking and creative solutions.

PCC - Diversity and Social Justice and SKD – Executive:

Demonstrates awareness, knowledge, and skills of both self and other, in relation to working with individuals, groups and communities from various cultural backgrounds and identities. Works to dismantle systems of marginalization, domination, oppression, and consciously resists engaging in microaggressions. Microaggressions for these purposes are defined as; subtle or overt communications lacking in cultural awareness that humiliate, offend, or invalidate a person verbally or nonverbally, intentionally or unintentionally

PCC - Written Communication and SKD – Conceptual/Evaluative:

Writes clearly, professionally and reflectively; integrates personal and academic material. Presents ideas and information in an organized format. Demonstrates Master’s level technical writing skills and APA style. Does not engage in plagiarism of any type.

Competency Attainment Levels

All students are expected to demonstrate *Required Competency* in order to receive credit for the course. The levels of competence that will be assessed for this course are as follows:

1. **Below Competency (BC)** – reflects a failure to sufficiently address all of the issues specified in the guidelines as indicated in the syllabus, which includes inadequate completion in terms of the defined criteria. Failure to meet minimum attendance, graduate-level of written work, submission of assignments, and contribute practice lab sessions. A lack of self-awareness, cultural awareness, and harmful use of counseling skills and interactions with peers. Defensive attitude toward feedback.

2. **Required Competency (RC)** – indicates beginning sufficiency in meeting the criteria specified in the syllabus with no major difficulties in terms of the defined criteria. Minimum attendance is met, all the assignments are submitted with graduate-level of written work, and participated all the in-class practice lab sessions. Receive and provided feedback effectively, and demonstrate multicultural awareness. Required Competency is achieved through the satisfactory completion of all course assignments and the quality of class participation and professionalism. The expectation is that all work will be submitted on or before the date it is due (*unless there is a prior arrangement with the instructor, written work submitted beyond the due date will not be accepted*). As a mastery-learning course, assignments will be returned with a **P** (Pass) or **I** (Incomplete). Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Academic dishonesty will be penalized in accordance with AUS policies.
3. **Intermediate Competency (IC)** – denotes the student has met the “Required Competency” criteria as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria. Demonstrate insightful reflections, synthetic and critical thinking, and active risk-taking in practicing new skills. Reflection papers including intrapersonal challenges and developments, as well as multicultural awareness and competency. Integrate feedback to professional development in both oral and written presentations.
4. **Advanced Competency (AC)** – granted only to students in internship courses.

Final Assessment

All students will receive a final assessment of their overall competency for this course based on a mastery model of accomplishment—on student’s ability to demonstrate an increased capacity to understand and apply the learning material as they progress through this course. Hence, as students demonstrate this progression, they will receive a level of competency attainment for the course that is commensurate with the quality of their final demonstration of learning.

Counselor Competency & Fitness

Antioch University is obligated, as a CACREP-equivalent institution, to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised. The 2014 American Counseling Association *Code of Ethics*, Section F.5.b. states that “students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.”

Section F.8.d. states Addressing Personal Concerns Counselor that “educators may require students to address any personal concerns that have the potential to affect professional competency.” Further, Section F.9.b. states “Counselor educators 1) assist students in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

In this course, you are expected to be: 1) open, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately. You will be informed by your instructor if your performance on any of these factors is substandard and will be given specific, written feedback with guidelines for improvement.

Diversity Statement: This course is taught in a manner that provides a safe, welcoming and inclusive environment for students of all racial, ethnic, gender identities and variances, sexual orientations, economic classes, ages, ability statuses, and religions. Students are encouraged to use language and communication that is respectful and culturally appropriate.

In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., **what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends.** Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, **the student risks a failing grade** in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important **that everyone feels safe, comfortable, and free** to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another's positions; relating to others in an empathic manner occurs in class *just as with clients*. You are encouraged to make your feelings and thoughts known, yet, to **do so in a "counselor manner", i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills.** This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals' coping abilities. You are encouraged to seek professional assistance and notify your instructor if you feel that your work is being compromised.

Laptops and cell phones: No social media, texting or class during class time.

ACA Code of Ethics (2005)

Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors.

(See C.1., H.1.)

In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends. Any violations of the ethical standards will be dealt with accordingly, examples of violation include, Facebook, texting, online chats, or other forms of communication with another person(s) via telephone or social networks. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, **the student risks a failing evaluation** in the course. In addition, the instructor will refer the breach of confidentiality to your advisor and department chair for a correction action plan for the student. Computer usage in class can only be for note taking or class related activities only. Please arrange phone accommodations before class with the instructor.

Audio- or Video-recording of Classes

Audio- or Video-recording of Classes. Your instructor may identify times when recording a class session may have educational or academic value. In these cases, the recordings will be used and shared by your instructor in accordance with the [Guidelines for Lecture Capture and Audio/Video Recording](#). The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

Evaluation Procedures

1. **Attendance:** Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.
2. **Conduct:** Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.
3. **Plagiarism:** Plagiarism is defined as the presentation of an idea or a product as one's own, when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.
4. **Communication Protocol:** All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor.

E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students' record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system.

- 6.. **Incompletes:** If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student's academic standing. Upon satisfactory completion of the INC, it will no longer count against the student's academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students.
7. Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

University Policies

Antioch University Policies:

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy, Student Academic Integrity Policy, and the Student Conduct Policy. Academic, student, and other university policies are available online: http://aura.antioch.edu/au_policies/

Questions about policies may be directed to Dr. Erica Holmes, Academic Dean of Students, Eholmes4@antioch.edu.

Reasonable Accommodation for Students with Disabilities

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact Jill Haddaway, Disability Support Services Coordinator: 206-268-4822 or dss.aus@antioch.edu.

Library Services and Research Support

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you will find books carefully selected to help you in your academic pursuits. In addition, you will also find journals, masters' theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, <http://www.antiochseattle.edu/library>. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206-268-4120 if you need information on how to access the databases.

The Library teaches **workshops** throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206-268-4507 or bstuart@antioch.edu.

Writing Support at Antioch University

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for **free writing support**:

Writing Lab (room 323 Library/CTL): The Writing Lab offers *free* peer-based writing consultations (schedule directly online at <https://antiochctl.mywconline>; call 206-268-4416; or email writinglab.aus@antioch.edu) and drop in hours. They also conduct workshops and maintain resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by students here. Check their [website](#) for future workshops on topics related to academic writing.

The Virtual Writing Center (VWC): The VWC is located at antioch.edu/vwc and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing vwc@antioch.edu.

The Writers' Exchange (WEX): fee-based writing support

The Writers' Exchange (WEX) was developed at Antioch University in direct response to the increase demand of graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at wex.antioch.edu.

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.

Course Assignments

(1) Journaling.

You will keep a weekly journal of your experiences throughout this class. I will read only what you are comfortable for me to read. For pages that you do not want for me to read, please fold down the upper right hand corner of page. For others not folded, I will know to read and provide feedback. These journals are confidential and will not be read or shared with classmates. Exceptions to this confidentiality include; Instructor believes that you are dangerous to yourself, or another person, and it is necessary to take steps to protect you or the safety of others, and/or instructor believes that abuse or harm has been done to a child or to an elderly person.

Journal entries are a form of free expression. For the purpose of this class, journals can consist of written and artist expressions; such as poems, songs, drawings, pictures, and other forms of art. Use this venue to express your thoughts, feelings, beliefs, concerns, hopes, and other emotional stances related to your cultural/personal/relational experiences illuminated during this cultural journey. I will collect journals throughout the entire term.

Entry 1 Prompts: Own cultural story.

Entry 2 Prompts: Intersectionality.

Entry 3 Prompts: Power, Privilege and Oppression.

(2) Social Justice and Advocacy Assignment.

The purpose of this assignment is encourage your identity as a professional counselor advocate and learn more strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. Look at barriers on the micro, meso or macro level of systemic oppression. You can explore the ACA website to become aware of the need for various legislative actions. This letter is to address institutional and social barriers that impede access, equity, and success for clients. Create a 3 page single spaced thoughtful and well-informed letter/email, you will need to engage in your own research on the subject and include that information in your letter/email with correct referencing of resources (you must cite at least two professional references of research in the body of your letter and include a references page). You may not use a standard letter that an organization has prepared. This letter/email must be in your own words though you can use template letters to inform yours.

(3)Self-Exploration Paper.

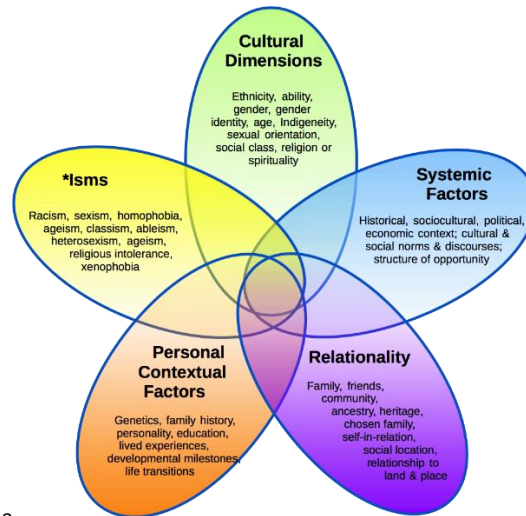
Write an APA style 10-15 page double spaced paper exploring the following:

Cultural Identity Development: What is your cultural constellation? How did you learn to recognize these social constructs? What cultural values do you currently hold? In addition to these values, please address time (p.238), activity (p.242), relational (p.240), basic human nature (p.244) spirituality and/or religion? How do you see yourself managing value differences between you and your clients?

ADDRESSING Model: Complete the ADDRESSING model for yourself. Include agency and target information. Using the information from the ADDRESSING model, how do you see yourself navigating your intersections between you and your clients? (Include theories and models of multicultural counseling).

Power & Privilege: What are some the effects of power and privilege that can potentially rise between you and your clients? How do you specifically plan to address these power differential experiences with yourself and future clients? Include self-care practices.

Liberation Mental Health: What are some strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination? How do you see yourself creating a space of liberation for yourself and others? Be as detailed as possible.



Collin 2018

(4) Cultural Research and Social Justice Presentation on a specific population:

In groups, you will conduct a 40-45 minute classroom presentation (does not include time for questions) that will focus on a cultural, diverse, or ethnic group you select from our course topics and social justice implications. In order to give a comprehensive presentation, you must do the following: Pick a population to research and advocate. Presentations can include PowerPoint, artistic, visual, media, verbal dialogue, experiential, writing, and other forms of teaching and learning. Elect a timekeeper. If using pp, make sure to include citations on each slide. Email class and instructor the pp, along with any handouts.

Include the following:

- Characteristics, cultural values, strengths, discrimination issues, micro aggressions
- Counseling/therapeutic- implications including specific challenges, counseling/therapeutic best practices (theories, knowledge & skills). Include whether collective approaches are best for this population.
- Strategies for identifying and eliminating barriers, and prejudices.
- Present resource handout. (5 reference minimum)

COUN 5040: MULTICULTURAL PERSPECTIVES

(Instructor reserves the right to make changes to schedule)

Week/ Date	Course Topics	Readings	Sakai Forum	Assignments Due
Week 1	<ul style="list-style-type: none"> Introduction and Overview Why do we need Multicultural Counseling (MC)? (AMCD) Develop group rules/guidelines 	Sue and Sue, Chpts. 1	Virtual Name Tag	
Week 2	<ul style="list-style-type: none"> MC and Counseling Social Justice Counseling ADDRESSING Model 	Ch 2: The superordinate nature of mc and therapy Ch 3: MC competence for counselors/therapists of marginalized groups. Ch 4: The political and social justice implications of cns/psychotherapy.		
Week 3	<ul style="list-style-type: none"> Systemic Oppression Micro aggressions 	Ch 5: The impact of Systemic Oppression: Counselor credibility and cl worldviews. Ch 6: Micro Aggressions in Cns and psychotherapy.		Journal Entry 1
Week 4	<ul style="list-style-type: none"> Explore systematic barriers to mental health. Cultural Expressions Evidence based practices 	Ch 7 Barriers to MC Ch 8 Communication styles and its impact on cns and psychotherapy. Ch 9 MC Evidence Based-Practice		
Week 5	<ul style="list-style-type: none"> Racial Identity Models Cultural Assessments 	Ch 11 Racial/Cultural Identity Development: Cns Implications. Ch 12 White Racial Identity Development: Cns Implications. Ch.13 Culturally Competent Assessment		Social Justice and Advocacy Assignment.
Week 6	<ul style="list-style-type: none"> ASERVIC Competencies (religion/Spirituality) Cultural Research and Social Justice Presentation 	Ch 14 Counseling with African American Clients Ch 15 Counseling with American Indians Clients Ch 18 Counseling with multiracial descent clients		Journal Entry 2
Week 7	<ul style="list-style-type: none"> Cultural Research and Social Justice Presentation 	Ch 17 Counseling with Latinx Clients Ch 19 Counseling with Arab and Muslim Americans clients Ch 16 Counseling with Asian Americans & Pacific Islanders Clients		
Week 8	<ul style="list-style-type: none"> Cultural Research and Social Justice Presentation 	Ch 20 Counseling with immigrants and refugee clients Ch 21 Counseling with Jewish American clients Ch 24 Counseling with older adult clients		
Week 9	<ul style="list-style-type: none"> Cultural Research and Social Justice Presentation 	Ch 23 Counseling with LGBTIQAA Clients Ch 25 Counseling with individuals living in Poverty Ch 26 Counseling with Women client		Journal Entry 3

Week 10		ch 22 Counseling with individuals with Disabilities		Self-Exploration Paper
Week 11 TBD				

COUN 5040: MULTICULTURAL PERSPECTIVES

Journal Entry

Antioch University Seattle
School of Applied, Psychology, Counseling, and Family Therapy

Student name _____ Date _____

Read about the descriptions of the *Assignment Competencies* listed on Appendix A.

Below Minimum Competency	Required Competency 2	Intermediate Competency 3	Journal Entry
			Expressed reflective experience related to cultural/personal/relational experiences illuminated during this cultural journey.
			Cohesive description of reflection
			Assignment turned in on time

COUN 5040: MULTICULTURAL PERSPECTIVES
Cultural Research and Social Justice Presentation on a specific population

Antioch University Seattle
 School of Applied, Psychology, Counseling, and Family Therapy

Student name _____

Date _____

Read about the descriptions of the *Assignment Competencies* listed on Appendix A.

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	Content
			Introduction of content
			Characteristics, cultural values, strengths, discrimination issues, micro aggressions
			Counseling/therapeutic- implications including specific challenges, counseling/therapeutic best practices (theories, knowledge & skills). Include whether collective approaches are best for this population.
			Strategies for identifying and eliminating barriers, and prejudices.
			Conclusion

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	Structure/presentation
			Introduction (introduce group members, state purpose of pp)
			Title page include group members, title, date, and class
			Conclusion page
			APA format for crediting sources on ea slide
			APA format accuracy for citations on each slide
			APA format accuracy for references
			Deliverance of content (cohesive, organized, clear, professional nonverbal and verbal, readable)
			Able to answer questions and receive feedback in a professional and respectful manner

			Presented within 40-45 minutes
			resource sheet to be shared with the class (5 minimum)

OTHER COMMENTS:

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	Summary Comments
			Overall content
			Overall structure of PowerPoint

OTHER COMMENTS:

Group members:

Comments:

COUN 5040: MULTICULTURAL PERSPECTIVES

Social Justice and Advocacy Letter Rubric

Antioch University Seattle

School of Applied, Psychology, Counseling, and Family Therapy

Student name _____

Date _____

Read about the descriptions of the *Assignment Competencies* listed on Appendix A.

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	Letter Content
			Professional introduction of presenting systemic problem
			Cohesive description of injustice/oppressive factor

			State what change you are requesting (supported by peer reviewed research)
			Two professional references
			Reference Page APA Style Letter/email
			Thoughtful and well- informed
			Overall content and structure

COUN 5040: MULTICULTURAL PERSPECTIVES
Self-Exploration Paper Rubric

Antioch University Seattle
School of Applied, Psychology, Counseling, and Family Therapy

Student name _____ Date _____

Read about the descriptions of the *Assignment Competencies* listed on Appendix A.

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	Content
			Cultural Identity Development
			ADDRESSING Model including target and agency
			Intersectionality
			Power & Privilege
			Liberation Mental Health

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	Structure
			Introduction
			Inclusion of all assignment criteria
			ADDRESSING model including agency and target information.

			Conclusion
			APA format for organization
			APA format for style
			APA format for crediting sources
			APA format accuracy for citations
			APA format accuracy for references

ADDRESSING MODEL	AGENT	TARGET
Age & Generational Influences	18-65	Younger than 18; older than 65
Developmental Disabilities	IQ above 70; no learning issues	IQ under 70; compromised learning ; developmental delays
Disability (acquired physical, cognitive, psychological disabilities)	Able in all areas	Disabilities from injuries, illnesses, trauma
Dogma (beliefs; philosophy; politics)	Supported by current social values	Different from current social values
Religion & Spiritual Orientation	Christianity or no religious preference	Jew, Muslims, and all non-Christian practices
Race (self-identified): uni-, bi-, and multi-racial	Race membership described by client	Other groups
Region (rural, urban, suburban, exurban)	Urban, suburban, exurban (depends on client's location)	Rural (depends on client's location)
Relationship Status	coupled	Solitary or non-legal relationships
Ethnicity	Euro-Americans	People of color

Socio-economic status (class)	Middle and High SES education	Poverty and low SES
Sexual orientation	Heterosexual	Lesbian, Gay, Bisexual, Transsexual
Indigenous Heritage	Non-native	Native
National Origin	Born in the United States	Voluntary/involuntary immigration
Gender	Male	Female, transgendered, intersexual
Genetics	Biologically related to parents	Adopted, fostered, step-children
Giftedness	Normative IQ	Above average IQ
Trauma	No traumatic experiences	Experience of traumatic events

Agency: people and groups who have initiative, power, and privilege.

Target: people and groups who are oppressed and marginalized.

Clinician's profile:

	A	D	D	d	R	r	r	r	E	S	S	I	N	G	g	g	t
Agent																	
Target																	

Hays, P. (2001). *Addressing cultural complexities in practice*. Washington, DC: American Psychological Association.

Nieto, L., Boyer, M. F., Goodwin, L., Johnson, G. R., & Smith, L. C. (2010). *Beyond inclusion, beyond empowerment: A developmental strategy to liberate everyone*. Olympia, WA: Cuetzpalin.

Appendix A

	INTERMEDIATE COMPETENCY	REQUIRED COMPETENCY	BELOW COMPETENCY
Social Justice and Advocacy Assignment	Addresses all aspects of the assignment; Main ideas are clear and well developed. Cite two evidence-based resources to support ideas stated in letter. References are APA style.	Addresses all aspects of the assignment; Main ideas are developing. Errors with APA reference page.	Some prompts or questions are not addressed. Main ideas are unclear. Colloquial rather than scholarly tone. Lacks evidence based resources.
Journaling	Each prompt or question is responded to with complete, thoughtful reflections. Turned in all three entries.	Ideas are developing. Each prompt or question is responded to fully. Main ideas are developing. Turned in two entries.	Reflections are unclear or too brief. Turned in one entry.
Self- Exploration Paper Rubric	Addresses all aspects of the assignment thoroughly. Ideas are well formed and clearly supported with evidence. Writing demonstrates exemplary graduate-level APA format and style. Content is coherent, well organized, and written in a scholarly tone.	Addresses all aspects of the assignment; each prompt or question is responded to fully. Main ideas are developing and supported with evidence. Writing demonstrates developing graduate-level APA format and style. Paper demonstrates developing scholarly tone.	Some prompts or questions are not addressed. Main ideas are unclear. Paper does not demonstrate understanding of material or lacks synthesis of thoughts about professional counselor identity.
Cultural Research and Social Justice Presentation on a specific population	Addresses all aspects of the assignment thoroughly. Ideas are well formed and clearly supported with evidence. Had a variety of deliverances of content for the different types of learners. Able to answer questions and receive feedback in a professional and respectful manner. Completed presentation in a timely manner.	Addresses all aspects of the assignment; each prompt or question is responded to fully. Main ideas are developing and supported with evidence. Only had one type of content deliverance. Able to answer questions and receive feedback in a professional and respectful manner. Did not complete presentation in a timely manner, ran over within 5 minute mark.	Some prompts or questions are not addressed. Main ideas are unclear. Not able to answer questions and receive feedback in a professional and respectful manner. Did not complete presentation in a timely manner, ran over within 10 minute mark.

Group Presentations Feedback Form

Please circle the appropriate number to rate each aspect of the presentation; 1 being unsatisfactory and 5 being completely satisfied.

The presenters knowledge of the material discussed. 1 – 2 – 3 – 4 – 5

The presenters preparation and presentation of the material planned. 1 – 2 – 3 – 4 – 5

The presenters ability to answer questions and provide meaningful answers for the audience. 1 – 2 – 3 – 4 – 5

The presenters ability to identify with the audience and connect with them meaningfully about the topic. 1 – 2 – 3 – 4 – 5

The presenters style and format. 1 – 2 – 3 – 4 – 5

Please include some helpful additional comments:

Thank you. Please return to group members.

**The Professional Counseling Identity
End of quarter student peer evaluation**

STUDENT PEER EVALUATION SHEET – Evaluate your group members.

This will be provided to the instructor ONLY and not your peers. Thank you.

List Each Group Member Below:

Your name _____

Group member _____

Group member _____

Group Member _____

Rate each line provided below with the following options:

1 (rarely/never)

2 (occasionally/sometimes)

3 (all/most of the time)

Name of group member: _____

____ was cooperative/did agreed upon task

____ was available for communication (email, phone, person, etc.)

____ was proactive in coordinating logistics (meeting times, volunteer hours, report writing etc.)

____ contributed to overall success of this presentation and volunteer activity

Word describing this person as a group member: _____

Comments:

Name of group member: _____

____ was cooperative/did agreed upon task

____ was available for communication (email, phone, person, etc.)

____ was proactive in coordinating logistics (meeting times, volunteer hours, report writing etc.)

___ contributed to overall success of this presentation and volunteer activity

Word describing this person as a group member: _____

Comments:

Rate each line provided below with the following options:

1 (rarely/never)

2 (occasionally/sometimes)

3 (all/most of the time)

Name of group member: _____

___ was cooperative/did agreed upon task

___ was available for communication (email, phone, person, etc.)

___ was proactive in coordinating logistics (meeting times, volunteer hours, report writing etc.)

___ contributed to overall success of this presentation and volunteer activity

Word describing this person as a group member: _____

Comments:

Rate **yourself** with the following options: 1 (rarely/never) 2 (occasionally/sometimes) 3 (all/most of the time)

___ was cooperative/did agreed upon task

___ was available for communication (email, phone, person, etc.)

___ was proactive in coordinating logistics (meeting times, volunteer hours, report writing, etc.)

___ contributed to overall success of this social justice task force and the report

Rate your contribution as compared to your group members: _____

Explain your reasoning for your self-evaluation scores:

Thank you for your feedback.

Criteria for Appropriate Feedback

Feedback is information that flows between people that has to do with their interaction in the here and now. Effective feedback is information that:

1. Can be heard by the receiver (as evidenced by the fact that s/he does not get hurt, defensive, etc.).
2. Keeps the relationship intact, open, and healthy (though not devoid of healthy conflict).
3. Validates the feedback process in future interaction (rather than avoiding it because “last time it hurt”).

Giving Feedback

Effective Feedback	Ineffective Feedback
Describes the behavior specifically: “Your voice was louder when you were telling the client...”	Uses judgmental statements: “You were being rude to the client.”
Comes as soon as possible after the behavior.	Is delayed, saved up or dumped.
Is direct, from sender to receiver.	Indirect; ricocheted (“Tom, how do you feel when Jim cracks his knuckles in session?”)
Uses “I” messages – the sender takes responsibility for his or her own thoughts, feelings, and reactions.	“Ownership” is transferred to “people,” “everybody,” “we,” etc: “Everybody thinks you ask too many closed questions in session.”
Refers to behavior the receiver can do something about.	Refers to behaviors over which the receiver has little or no control. “Your southern accent is very annoying.”

Recognizes that this is a “process,” that an interaction between the sender and receiver can occur at any moment.	No recognition of the need to process the feedback.
---	---

Receiving Feedback

Effectively Receiving Feedback	Ineffectively Receiving Feedback
Open: listens without frequent interruption or objections.	Defensive: defends personal action, frequently objects to feedback given.
Responsive: willing to hear what’s being said without turning the table.	Attacking: verbally attacks the feedback giver and turns the table.
Accepting: accepts the feedback, without denial.	Denies: refutes the accuracy or fairness of the feedback.
Respectful: recognized the value of what is being said and the speaker’s right to say it.	Disrespectful: devalues the speaker, what the speaker is saying, or the speaker’s right to give feedback.
Engaged: interacts appropriately with the speaker, asking for clarification when needed.	Closed: ignores the feedback, listening blankly without interest.
Active listening: listens carefully and tries to understand the meaning of the feedback.	Inactive listening: makes no attempt to “hear” or understand the meaning of the feedback.
Thoughtful: tries to understand the personal behavior that has led to the feedback.	Rationalization: finds explanations for the feedback that dissolve any personal responsibility.
Interested: is genuinely interested in getting feedback.	Patronizing: listens but shows no real interest.
Sincere: genuinely wants to make personal changes if appropriate.	Superficial: listens and agrees. But gives the impression that the feedback will have little actual effect.

Guidelines for Feedback borrowed from Dr. Andrew Wood.

MULTICULTURAL PERSPECTIVES 5040
Mission Statement

In our class:

- Everyone is allowed to feel they can work and learn in a safe and caring environment;
- Everyone learns about, understands, appreciates, and respects varied races, classes, genders, physical and mental abilities, and sexualities;
- Everyone matters;
- All individuals are to be respected and treated with dignity and compassion;
- Everyone shares the responsibility for making our class, and the University, a positive and better place to create, work, and learn.

Class Room etiquette:

- All students sit in group circle, unless someone is presenting.
- No laptops/electronics allowed in group circle.
- Keep in mind how one takes up time and space with class and class discussions.
- Are you speaking as an ally?
- Pay attention to how often you speak.
- Pay attention to motivation for the words you share?
- Do listen and ask how you can help.
- Don't expect another person to educate you about their identity.
- Do accept criticism thoughtfully. Don't broadcast your qualifications for being an ally.
- Do speak up when you hear biased language.
- Don't apologize for the actions of your identity group.
- Do seek support from experienced allies within your identity group.
- Don't expect credit for being an ally.
- Do acknowledge intersectionality.
- Don't monopolize a class discussion about a narrative that is not your own. Make space for peers with those narratives to speak freely and openly.
- Those struggling with own privileges, don't expect the class to rescue or cradle in times of discomfort. Work with the discomfort, these growing pains are part of the growth as a professional CMHC/CFT. If you find yourself struggling with these feelings, continue to work on them outside of class with a professional.

Group Rules (To be done as a group):