Instructor
Changming Duan
Office: JRP 614
Phone: (785) 864-2426
duanc@ku.edu (preferred method of communication)
Office Hours: by appointment

Text Books:

**Required:**

**Recommended (Strongly Encouraged).**

School of Education Mission Statement

*Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.*

Counseling Psychology Program Mission Statement:

*The counseling psychology doctoral program in the Department of Psychology and Research in Education has as its mission the preparation of counseling psychologists as educators, practitioners, researchers, and leaders who facilitate and promote the healthy personal, interpersonal, educational, and vocational development of the individuals they serve and enhance the environments in which those individuals function.*

Counseling Psychology Program Training Goals:

Goal I: The program produces graduates who are competent scientist-practitioner generalists.

Goal II: The program produces graduates who have found a particular path within the specialty of Counseling Psychology, about which they are both competent and passionate.

Goal III: The program provides a positive professional learning environment characterized
by cooperation and respect, with an emphasis on the development of individual strengths and on professional collaboration.

Course Description:

This graduate course is designed according to our scientist-practitioner training model with specific emphasis on multicultural competency. It will introduce students to the research, theories, and practice issues in multicultural counseling, and to provide students an opportunity of self-exploration about their own cultural values and worldviews, and their assumptions and biases related to cultural diversity. The content of the course will include learning about the self as a multicultural being, experiencing different cultures, examining existing traditional theories from a multicultural perspective, and learning and developing strategies for counseling the culturally diverse.

The instructor of the course encourages students to take an active role in developing multicultural counseling competency and actively participate in all class activities including lectures, discussions, group projects, and experiential activities in and out of classroom. Cultural issues related to self and others in the areas of race and ethnicity, gender, social-economic status, sexual orientation, religion, national origin, age, and physical ability will be addressed. This course emphasizes that both between-group and within-group differences in relation to any of the diversity variables listed above should be attended to in understanding the multicultural contexts of ourselves and our clients.

Course objectives:

Upon completion of this course, students will be able to demonstrate:

1. **Awareness** of
   a) own cultural heritage, values, standards and assumptions about human behavior
   b) own values and biases and how they may affect work with diverse clients
   c) differences between themselves and their clients in terms of race, gender, sexual orientation, and other sociodemographic variables
   d) sociodemographic group or another therapist in general
   e) own racist, sexist, heterosexist, or other detrimental attitudes, beliefs, and feelings circumstances that may dictate referral of the client to a member of his/her own

2. **Knowledge** about
   a) differences, how to obtain information about various dimensions of diversity, and how to use this information while avoiding stereotyping
   b) the sociopolitical system’s operation in the United States with respect to its treatment of marginalized groups in our society
   c) the culture bound nature of traditional psychological/counseling theory
   d) institutional barriers that prevent some diverse clients from using mental health services

3. **Skills** in:
   a) generating a wide variety of verbal and nonverbal responses, and sending and receiving both verbal and nonverbal messages accurately and appropriately
   b) establishing therapeutic relationships with the culturally different client effectively on the
basis of respecting, understanding, and accepting the client’s cultures.
c) using institutional interventions on behalf of his or her client when appropriate
d) showing awareness of his/her own helping style (including limitations) and
understanding/anticipating the impact of own style on the culturally different client
e) interventions that are characterized by a systemic focus, including environmental
interventions.

Course Requirements:

1. Consistent with our Program Value Statement, “students are expected to engage in self-
reflection and introspection on their attitudes, beliefs, opinions, feelings and personal history”
in this class. The class will provide structures, through assignments and classroom activities,
for you to engage in this self-reflection and introspection in order to gain self awareness and
self understanding in terms of your social and cultural positions, roles, worldviews, as well as
biases and prejudices about others. The goal is to raise multicultural consciousness and sense
of social justice toward the development of a multicultural professional identity.

2. Regular attendance and participation. Regular attendance is mandatory since much of the
course is based on group discussion and in-class activities, which cannot easily be made up.
You are expected and required to participate in group discussions and activities. The policy
concerning attendance is stated in the policy section of this syllabus. Any unexcused absence
will lower your grade and missing two or more classes will automatically lower your grade by
one letter. No laptops, cell phones, or any other electronic devices are allowed during class
without permission.

3. Completion of all the readings assigned and projects/papers required. To maximize your
learning through class meetings, you are expected to complete the assigned readings before
the class meeting. Throughout the semester, you will be required to complete several
projects/papers (see Assignments).

4. Immerse yourself in one minority group culture that you are not familiar with and complete
the group and individual tasks listed in Assignments. This should be an on-going learning
project throughout the semester and concluded with a group presentation.

5. Developing your first Multicultural Competency Portfolio. The details of this portfolio is
listed under Assignments.

Assignments:

1. Multicultural Competency Portfolio: You will need to use the entire semester to develop this
portfolio, which contains at least the following elements:

   a. Autobiographical Sketch (1-2 pages) – write an autobiographical sketch of yourself and identify your personal and cultural dimensions of identity. Throughout this semester, you are expected to reflect on how your personal and cultural dimensions of identity will affect your views of others and your work as a counselor for the culturally different.

   b. Reaction Paper (2-3 pages) – write a reaction paper to the film “Color of Fear” and/or
the article “White Privilege.” Use first person in writing and focus on both your cognitive and emotional reactions.

c. **Family Interview Summary** (2-3 pages) – complete a family interview with the elders in your nuclear and extended families (a list of suggested questions/areas will be provided) and write a summary of your most significant experiences and learning from the interview. You do not need to share any information about your family that you do not want to, and focus on the process and outcome of your learning.

d. **Self-Reflection on Cultural Identity** (2-3 pages) – write about your personal feelings, experiences and understanding of your cultural identity. This paper should be drafted early in the semester and revised at the end of the course. Both draft and final paper need to be submitted – only final paper will be graded, but points will be taken off if the draft was not submitted on time.

e. **Multicultural Counseling Essay** (2-3 pages) – write about your view of multicultural counseling, focusing on the most important aspects of effective multicultural counseling and factors that may compromise the quality of counseling with the culturally different.

f. **A Social Justice Project Proposal (or Action Plan)** (2-3 pages) - Write a proposal or action plan to initiate or participate in a project or an action that would promote social justice for a special population or a group that has been treated with social injustice in our society. This proposal should include (a) brief background information about the targeted population or group including the injustice they experience (cite at least one source), (b) rationales why social justice action is needed to support them, and (c) a specific proposal or plan about how you are going to advocate social justice for them by action.

g. **Guided Inquiry (2)** – fill out this one page questionnaire twice during the semester. Due dates are listed under CLASS SCHEDULE.

h. **Mini Reflections (5)** – (1/2 – 1 page) document and reflect on one thing that you learned or one misconception you realized that you had about the special population for the week based on the assigned readings of the text books.

**Note:** (1) Please note that all written assignments need to be submitted via BB by the deadline specified on the CLASS SCHEDULE page of this syllabus (p. 6). Please always put your name, the assignment letter, and name of the paper on the first line. E.g.: Smith Jones, Assignment E, Multicultural Counseling Essay. If you have additional title for the paper, you may have it in the second line of the assignment. (2) For “late” submissions, 20% of the grade will be deducted for each calendar day.

2. **Group Cultural Immersion Project and Presentation:**
   This is intended to be a semester-long group experience, starting from day one. You are encouraged to engaging yourself in the cultural immersion wherever and whenever possible. Seek opportunities and make it experiential! Every member is expected to combine individual and group learning. The following tasks are the minimum that needs to be completed:

   a) Conduct a thorough literature review on the chosen topic and population
   b) Read major articles (a minimum 3 per person) on theoretical, research, and practical issues related to the chosen topic/population.
   c) Each member needs to conduct at least 2 interviews with
individuals/groups/families from the population. You may choose to do this in a pair or a small group.

d) Each member needs to participate in at least 3 cultural events with the population in the community. You are strongly encouraged to do this in a group.

e) Do a group presentation at the end (both verbal and visual presentations), which should involve the class (not just lecturing). Please pay attention to both the science and practice aspects of the issue and be facilitative to discussion. Each group should distribute a 3-5 page long outline or summary with key references electronically.

f) Submit a list of the activities you had completed in completing the project and do an evaluation of the group experience and member contributions (see the form on p.12).

3. On-going self-evaluation and activity recording (forms on pp.9-11). Please be sure to fill the form on a weekly basis. Use the margins for notes/justifications about certain entries.

4. Evaluation of group presentations (forms on pp. 13-14) – to be completed after each group presentation at the end of the semester.

### Grading Rubric

<table>
<thead>
<tr>
<th>Multicultural Portfolio</th>
<th>200 points total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autobiographical Sketch &amp; Networks</td>
<td>20 points</td>
</tr>
<tr>
<td>Family Interview</td>
<td>20 points</td>
</tr>
<tr>
<td>Self – reflection paper on cultural identity</td>
<td>30 points</td>
</tr>
<tr>
<td>Multicultural counseling essay</td>
<td>40 points</td>
</tr>
<tr>
<td>Reaction paper</td>
<td>25 points</td>
</tr>
<tr>
<td>Social Justice Proposal</td>
<td>30 points</td>
</tr>
<tr>
<td>Guided Inquiry (2)</td>
<td>10 points (5 points each)</td>
</tr>
<tr>
<td>Mini Reflections (5)</td>
<td>25 points (5 points each)</td>
</tr>
<tr>
<td>Mid-term examination</td>
<td>50 points</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>50 points</td>
</tr>
<tr>
<td>Final examination (non- accumulative)</td>
<td>60 points</td>
</tr>
<tr>
<td>Class participation (incl. on-line discussion)</td>
<td>40 points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400 POINTS</strong></td>
</tr>
</tbody>
</table>

### Final Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>361-360</td>
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<tr>
<td>A-</td>
<td>351-350</td>
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<tr>
<td>B+</td>
<td>341-350</td>
</tr>
<tr>
<td>B</td>
<td>321-340</td>
</tr>
<tr>
<td>B-</td>
<td>310-320</td>
</tr>
<tr>
<td>C+</td>
<td>301-310</td>
</tr>
<tr>
<td>C</td>
<td>281-300</td>
</tr>
<tr>
<td>C-</td>
<td>271-280</td>
</tr>
<tr>
<td>D+</td>
<td>261-270</td>
</tr>
<tr>
<td>D</td>
<td>241-260</td>
</tr>
<tr>
<td>D-</td>
<td>231-240</td>
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<tr>
<td>F</td>
<td>&lt;230</td>
</tr>
</tbody>
</table>

**Evaluation Method:** Combination of self, group and instructor evaluations.
Important Policy Statements:

**Students with Disabilities**—To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the KU Professionals for Disabilities (KUPD) as soon as possible. To contact KUPD, call (785) 864-3726. Once verified, KUPD will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. For more information go to: [http://soe.ku.edu/kupd/support/](http://soe.ku.edu/kupd/support/)

**Academic Honesty** - The Kansas Board of Regents recognizes that academic honesty is essential for the intellectual life of the University. Faculty members have a special obligation to expect high standards of academic honesty in all student work. Students have a special obligation to adhere to such standards. Academic dishonesty, including cheating, plagiarism or sabotage, is adjudicated through the University Senate Rules and Regulations and Faculty Senate Rules and Regulations ([https://documents.ku.edu/policies/governance/USRR.htm](https://documents.ku.edu/policies/governance/USRR.htm)).

The University of Kansas outlines Student Conduct expectations and sanctions for violations, including academic dishonesty (like plagiarism and cheating). For more information see: [http://www.policy.ku.edu/](http://www.policy.ku.edu/)

**Attendance Policy**—Students are expected to attend and participate in the class. However, excused absences may be permitted and applied in a non-discriminatory manner. Excused absences may include absences due to illness of the student, illness of an immediate family member for whom the student must care, death of an immediate family member, religious observance (where the nature of the observance prevents the student for being present during class), representation of KU in an official capacity, and other compelling circumstances beyond the student’s control. Students should notify instructors of excused absences in advance, where possible, provide the documentation upon request to substantiate the excuse. Students who have an excused absence are expected and responsible to make arrangements with instructors for alternative or make-up work. Such arrangements should be made in advance of the absence, where possible. Unexcused absences should be avoided and may result in the lowering of a student’s grade.

**English Proficiency**—Students who encounter difficulty in their courses because of the English proficiency of their instructors should speak directly with their instructors. If additional assistance is needed, they may contact the Applied English Center at (785) 864-4606 for assistance. For more information see: [http://www.aec.ku.edu/](http://www.aec.ku.edu/)

**Withdrawal dates** – The University has very specific guidelines on withdrawing from classes. There are important financial and assessment implications of trying to drop a course after the deadline. The Registration and Drop Dates Schedule can be found at: [http://financialaid.ku.edu/pdf/Withdraw-Drop.pdf](http://financialaid.ku.edu/pdf/Withdraw-Drop.pdf)

**Grievance procedures**—The School of Education has policies in place for assisting students with concerns and grievances. The KU procedure for a grade appeal may be found at: [https://documents.ku.edu/policies/Education/GrievanceProcedure_Education.pdf](https://documents.ku.edu/policies/Education/GrievanceProcedure_Education.pdf)

If you have concerns involving alleged academic misconduct or alleged violations of student rights, the initial hearing normally will be at the Judicial Board level, and will be governed by Section 6 of the University Rules and Regulations on Academic Misconduct. The Dean’s Office provides a copy of this procedure to anyone who requests it.

**Bad Weather**— This class will follow the university’s decision about cancelling classes due to severe weather. Please check the KU website, your blackboard announcements section and/or your email. I will do my best to post useful messages through all of the media I can control.
### CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Activity</th>
<th>Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 17</td>
<td>Introduction &amp; Expectations</td>
<td></td>
<td>Reviewing Syllabus</td>
</tr>
<tr>
<td></td>
<td>A Model of Learning</td>
<td></td>
<td>Forming Groups</td>
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<tr>
<td>Jan. 24</td>
<td>General Issues: Privileges &amp; Social Oppression</td>
<td>SS 4, 12</td>
<td>Three points you learned</td>
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<td></td>
<td>McIntosh article</td>
<td>McIntosh article</td>
<td>from McIntosh (for dis)</td>
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<tr>
<td>Jan. 31</td>
<td>Journey toward Multicultural Competency</td>
<td>H 1, 4; SS 1, 2</td>
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<tr>
<td></td>
<td>“Color of Fear” Film &amp; Discussion</td>
<td></td>
<td></td>
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<tr>
<td>Feb. 7</td>
<td>No Class Meeting</td>
<td>SS Ch 3, 5</td>
<td>A: Autobio Sketch <strong>DUE</strong></td>
</tr>
<tr>
<td></td>
<td>Groups meetings required – for the cultural immersion project</td>
<td></td>
<td>(due by midnight on BB)</td>
</tr>
<tr>
<td>Feb. 14</td>
<td>Multicultural Identity, Personality &amp; Consciousness</td>
<td>H 2, 3; SS 13</td>
<td>B: Reaction Paper <strong>DUE</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(due by midnight on BB)</td>
</tr>
<tr>
<td>Feb. 21</td>
<td>Racial &amp; Cultural Identity</td>
<td>H.11, 12; SS 10-11</td>
<td>D: Self-reflection <strong>draft DUE</strong></td>
</tr>
<tr>
<td></td>
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<td></td>
<td>(due by midnight on BB)</td>
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<tr>
<td>Feb. 28</td>
<td>Practice Dimensions of MC Counseling</td>
<td>H. 13, 14; SS 6-9</td>
<td>Family Interview (FI)- <strong>Action</strong></td>
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<tr>
<td></td>
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<td></td>
<td>G: Guided Inquiry 1 <strong>DUE</strong></td>
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<td></td>
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<td>(due by midnight on BB)</td>
</tr>
<tr>
<td>Mar. 6</td>
<td>Counseling theory and practice: Special populations</td>
<td>SS 14-15</td>
<td><strong>H: mini reflection 1 DUE</strong></td>
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<tr>
<td></td>
<td></td>
<td>APA GL (A)</td>
<td>(due by midnight on BB)</td>
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<tr>
<td>Mar. 13</td>
<td>Counseling theory and practice: Special Populations</td>
<td>SS: 16-18</td>
<td><strong>H: mini reflection 2 DUE</strong></td>
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<td></td>
<td></td>
<td></td>
<td>(due by midnight on BB)</td>
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<tr>
<td>March 20</td>
<td>No Class – Enjoy your Spring Break</td>
<td></td>
<td></td>
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<tr>
<td>Mar. 27</td>
<td>Counseling theory and practice: Special Populations</td>
<td>SS: 19-22</td>
<td><strong>H: mini reflection 3 DUE</strong></td>
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<tr>
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<td>(due by midnight on BB)</td>
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<tr>
<td></td>
<td>Take Home Mid-term Open</td>
<td></td>
<td>**G: Guided Inquiry 2 <strong>DUE</strong></td>
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<td></td>
<td></td>
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<td>(due by midnight on BB)</td>
</tr>
<tr>
<td>Apr. 3</td>
<td>Counseling theory and practice: Special Populations</td>
<td>H. 6; SS 23</td>
<td><strong>H: mini reflection 4 DUE</strong></td>
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<tr>
<td></td>
<td></td>
<td>APA GL (B)</td>
<td>(due by midnight on BB)</td>
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Mid-Term – Due by Midnight
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr. 10</td>
<td>Counseling theory and practice</td>
<td>H 5,8,9; SS 24-26</td>
</tr>
<tr>
<td></td>
<td>Special Populations</td>
<td>APA GL C, D, E.</td>
</tr>
<tr>
<td>April 17</td>
<td>Deconstructing Prejudice</td>
<td>H. 10</td>
</tr>
<tr>
<td></td>
<td>Building Social Justice</td>
<td>Constantine et. al 2007</td>
</tr>
<tr>
<td>Apr. 24</td>
<td>Group Presentations</td>
<td></td>
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<tr>
<td>May 1</td>
<td>Group Presentations</td>
<td></td>
</tr>
<tr>
<td>May 8</td>
<td>Final Exam – Take Home</td>
<td></td>
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<td></td>
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</tbody>
</table>

**H: mini reflection 5 DUE** (due by midnight on BB)

**C: FI analysis/summary DUE** (due by midnight on BB)

**D: Self-reflection Final DUE**

**E: MC Counseling Essay DUE**

**F: A Social Justice Project Proposal DUE** (due by midnight on BB)
Self Evaluation Form -- Class Participation

1) Rate my class participation on a 1 to 5 point scale, with 1 indicating little participation and 5 referring to much/active participation (put 0 if being absent and write the reason in the margin):

Class 1 ___N/A_____ Class 2 __________ Class 3 ______ Class 4 ________
Class 3 __________ Class 4 __________ Class 5 __________ Class 6 __________
Class 7 __________ Class 8 __________ Class 9 ______ Class 10 __________
Class 11 _______ Class 12 __________ Class 13 ________ Class 14 ________
Class 15 ________ Class 16 ________

2) Rate my preparation (readings and homework) on a 1 to 5 point scale, with 1 indicating little preparation and 5 referring to completion of all readings and homework:

Class 1 __N/A______ Class 2 __________ Class 3 ______ Class 4 ________
Class 3 __________ Class 4 __________ Class 5 __________ Class 6 __________
Class 7 __________ Class 8 __________ Class 9 ______ Class 10 __________
Class 11 _______ Class 12 __________ Class 13 ________ Class 14 ________
Class 15 ________ Class 16 ________

3) Rate my effort and activities in completing the group project on a 1 to 5 point scale, with 1 indicating little effort and few activities and 5 referring to much effort and many activities:

Class 1 __N/A______ Class 2 __________ Class 3 __________ Class 4 ________
Class 3 __________ Class 4 __________ Class 5 __________ Class 6 __________
Class 7 __________ Class 8 __________ Class 9 ______ Class 10 __________
Class 11 _______ Class 12 __________ Class 13 ________ Class 14 ________
Class 15 ________ Class 16 ________
Weekly log of activities completed in learning various cultures (e.g., participation in cultural events outside of the classroom).

Week 1: N/A

Week 2:

Week 3:

Week 4:

Week 5:

Week 6:

Week 7:

Week 8:
Week 9:

Week 10:

Week 11:

Week 12:

Week 13:

Week 14:

Week 15:

Week 16:

Group Project Experiences:
Group activities I participated in:

My contribution to the project:

My evaluation of other members’ contribution:

Overall evaluation of the group experience

Evaluations of group presentations:
**Group 1:** (Date _________, Topic ____________________________________)  
Your overall evaluation of the presentation  
1  2  3  4  5  6  7  
1  
Very poor  
The scope of the information  
1  2  3  4  5  6  7  
1  
Very narrow  
The organization of the presentation  
1  2  3  4  5  6  7  
1  
Very poor  

**Group 2:** (Date _________, Topic ___________________________________)  
Your overall evaluation of the presentation  
1  2  3  4  5  6  7  
1  
Very poor  
The scope of the information  
1  2  3  4  5  6  7  
1  
Very narrow  
The organization of the presentation  
1  2  3  4  5  6  7  
1  
Very poor  

**Group 3:** (Date _________, Topic ____________________________________)  
Your overall evaluation of the presentation  
1  2  3  4  5  6  7  
1  
Very poor  
The scope of the information  
1  2  3  4  5  6  7  
1  
Very narrow  
The organization of the presentation  
1  2  3  4  5  6  7  
1  
Very poor  

**Group 4:** (Date _________, Topic ____________________________________)  
Your overall evaluation of the presentation
Very poor

The scope of the information
Very poor

The organization of the presentation
Very poor

Group 5: (Date _________, Topic ________________________________)

Your overall evaluation of the presentation
Very poor

The scope of the information
Very poor

The organization of the presentation
Very poor

Group 6: (Date _________, Topic ________________________________)

Your overall evaluation of the presentation
Very poor

The scope of the information
Very poor

The organization of the presentation
Very Poor
Bibliography:


