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Social Constructivism: Teaching Counselors from a Multicultural Lens

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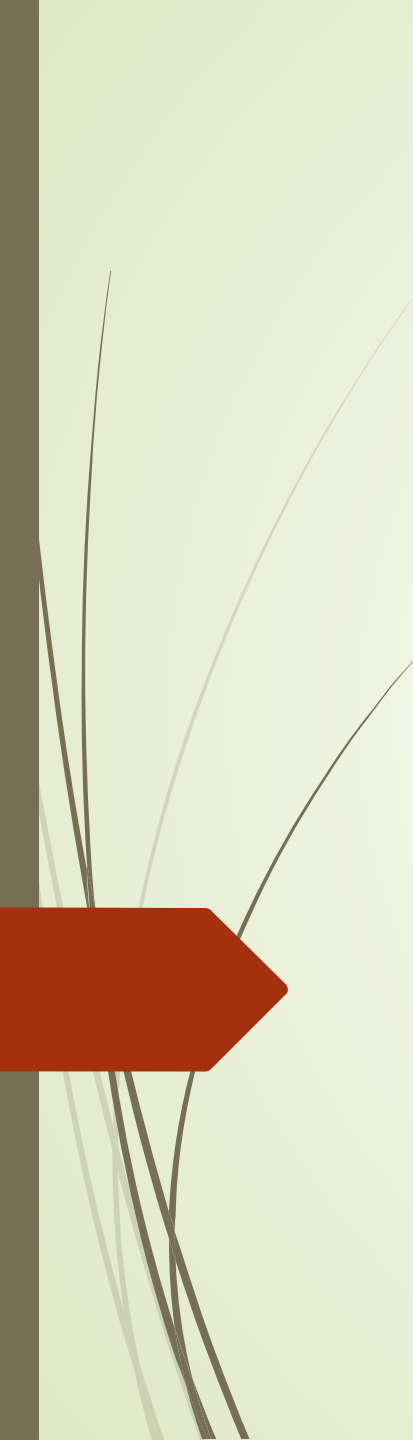
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Social Constructivism: Teaching Counselors from a Multicultural Lens

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Keywords

- Multicultural Competency
 - Social Justice Advocacy Model
 - Multiple Intelligences
 - Bloom's Taxonomy
 - Social Constructivist Pedagogy
 - Teaching Strategies
- 

ACA Code of Ethics

- A.2.c. Developmental and Cultural Sensitivity
- A.4.b. Personal Values
- A.7.a. Advocacy
- B.1.a. Multicultural/Diversity Considerations
- C.2.a Boundaries of Competence
- E.8. Multicultural Issues/Diversity in Assessment



Learning Objectives

- ▶ Participants will recall multicultural counseling competencies components.
- ▶ Participants will review social justice advocacy model.
- ▶ Participants will understand the social constructivist approach to teaching.
- ▶ Participants will analyze the different teaching strategies that can be utilized in helping individuals become culturally competent.
- ▶ Participants will apply the social constructivist pedagogy to the concept of multiple intelligences when designing lesson plans.
- ▶ Participants will create a structured lesson plan utilizing Bloom's taxonomy and teaching strategies.
- ▶ Participants will develop a plan for advocacy on the micro, community, and macro levels.

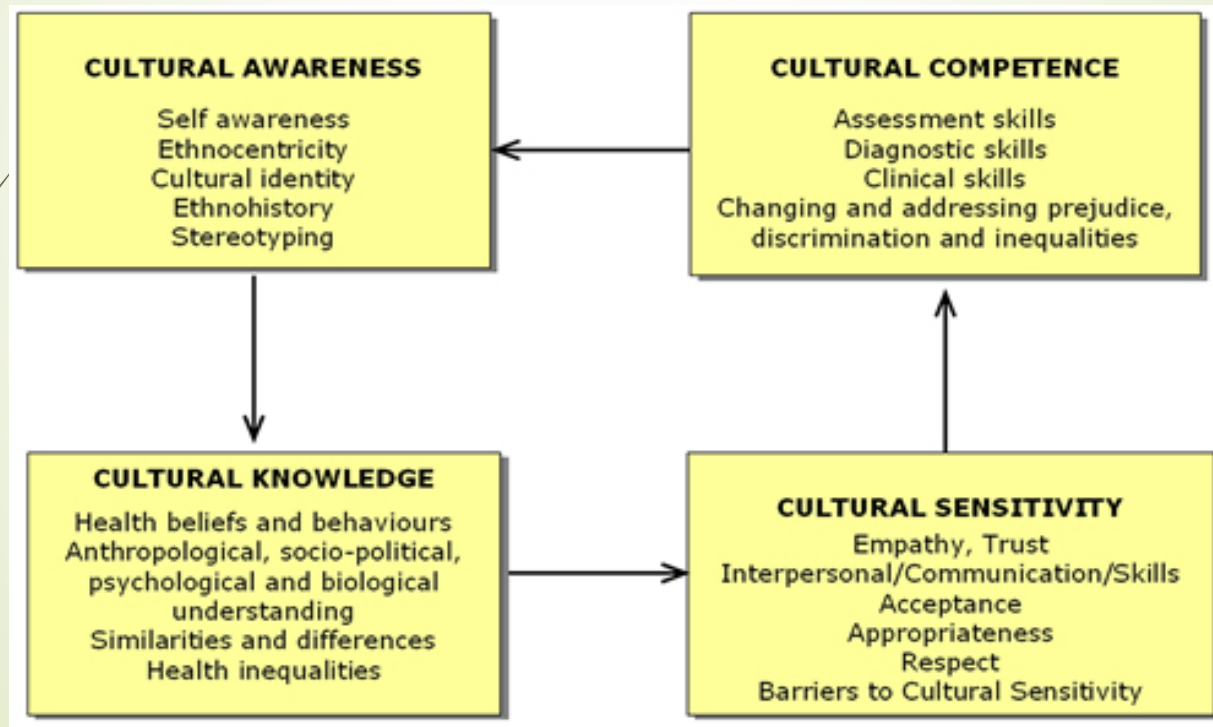


Prior Knowledge

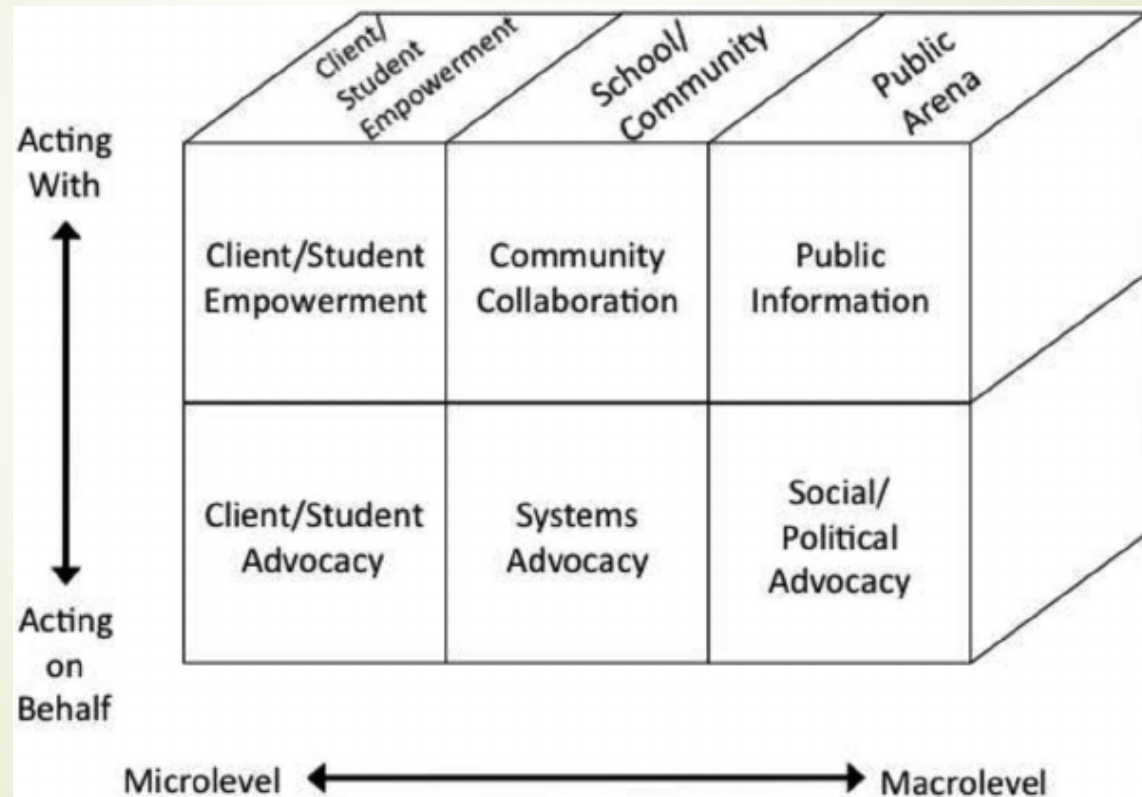


- What are the multicultural competencies?
- What does the social justice advocacy model entail?
- What have your experiences been in teaching or learning as well as practicing using multicultural counseling competencies?
- How involved are you in advocacy efforts?
- What are some challenges you have come across in practice?

Multicultural Counseling Competencies



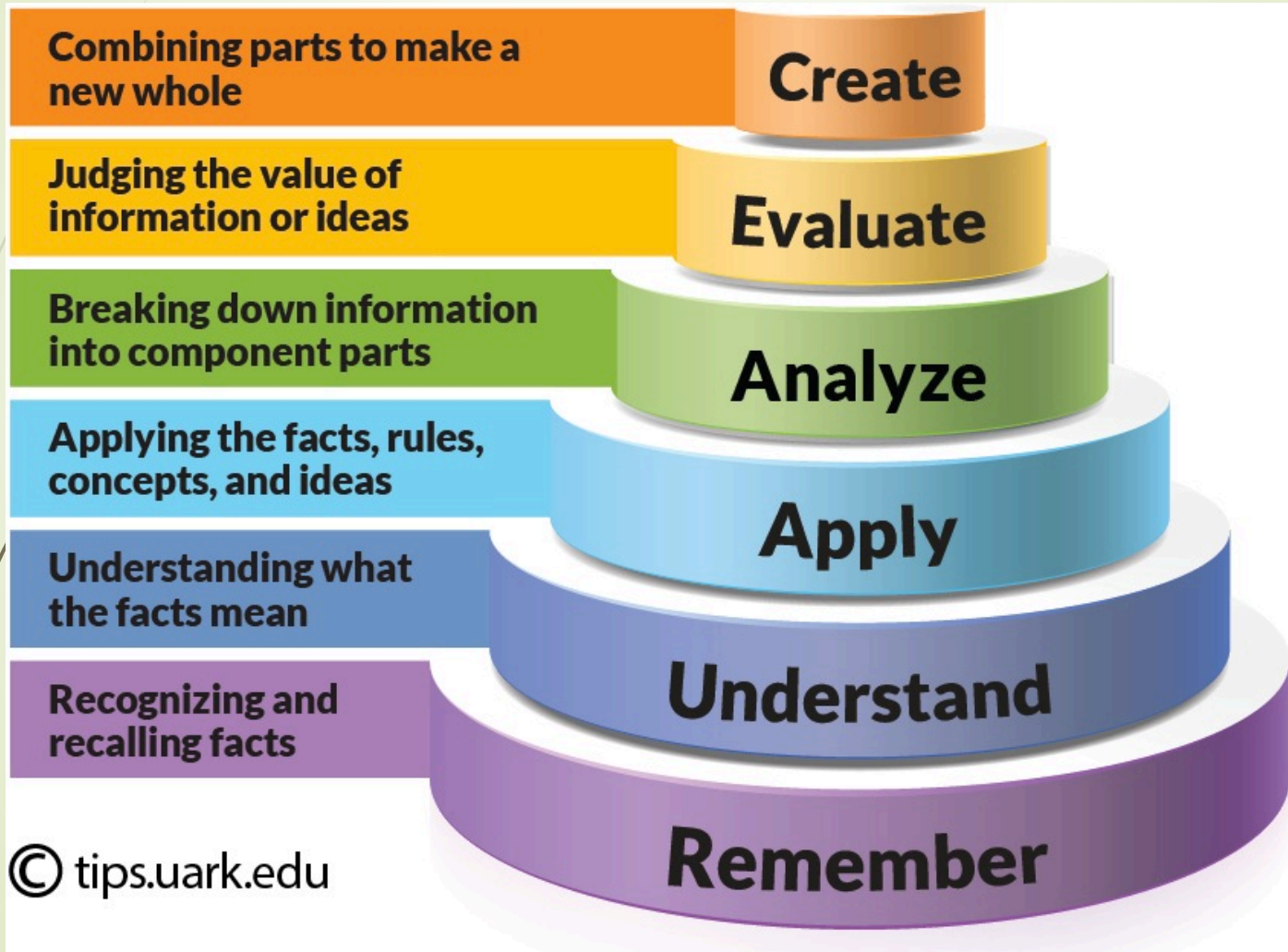
Social Justice Advocacy Model



Multiple Intelligences



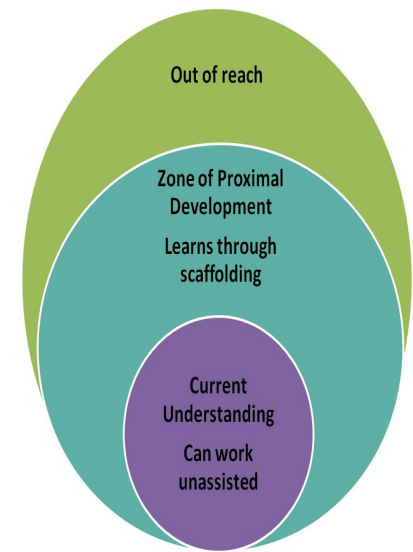
Bloom's Taxonomy



Social Constructivist Approach

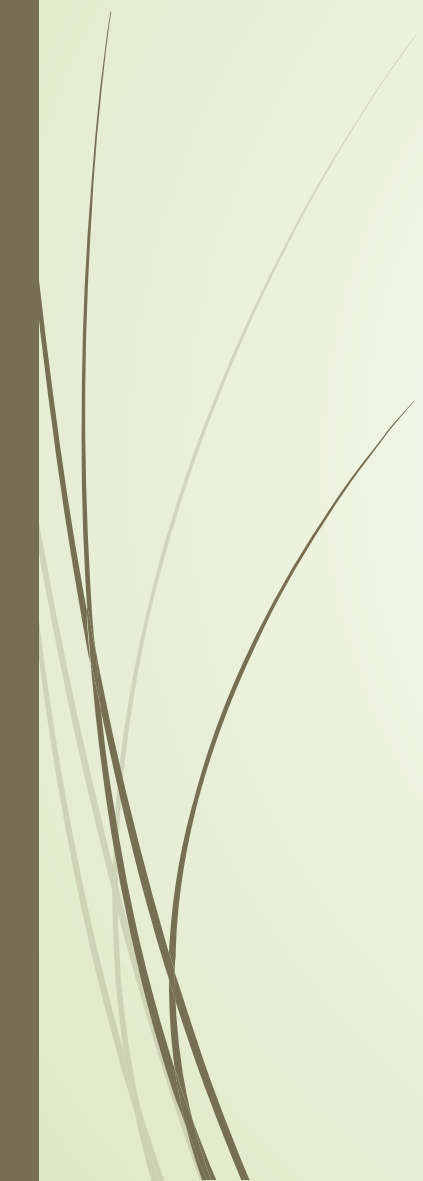
- ▶ Knowledge is created through conversations.
- ▶ Jerome Bruner's instructional scaffolding.
- ▶ Vygotsky's Zone of Proximal Development.
- ▶ A way of understanding human meaning-making – culture, history, place, and time.
- ▶ Three Dimensions:
 - ▶ A rejection of absolutes
 - ▶ Saturation of all social disclosures with power or control
 - ▶ Celebration of difference
- ▶ Two Implications:
 - ▶ Humility
 - ▶ Egalitarianism

Zone of Proximal Development





Epistemologies of Interest

- Received/conventional knowing – see the systems as they are without challenging them
 - Self-authorized knowing – weigh evidence about what is important in a situation to guide decision making
 - Dialectical/constructivist knowing – multiple perspectives and questioning assumptions
- 



Constructivist Knowing



REAL
TALK

- ▶ Engaged in the construction of knowledge.
- ▶ Accepting responsibility for continually evaluating one's about knowledge.
- ▶ Aware of one's own thoughts, judgments, moods, and desires.
- ▶ Can take positions outside of a particular frame of reference.
- ▶ Attend to others and to feel related to them.
- ▶ Real talk – sharing ideas, listening, encouraging emergent ideas to grow.
- ▶ Recognize the inevitability of conflict.
- ▶ Notice what is going on with others and care about the lives of people around them.
- ▶ Want their voices and actions to make a difference in the world.

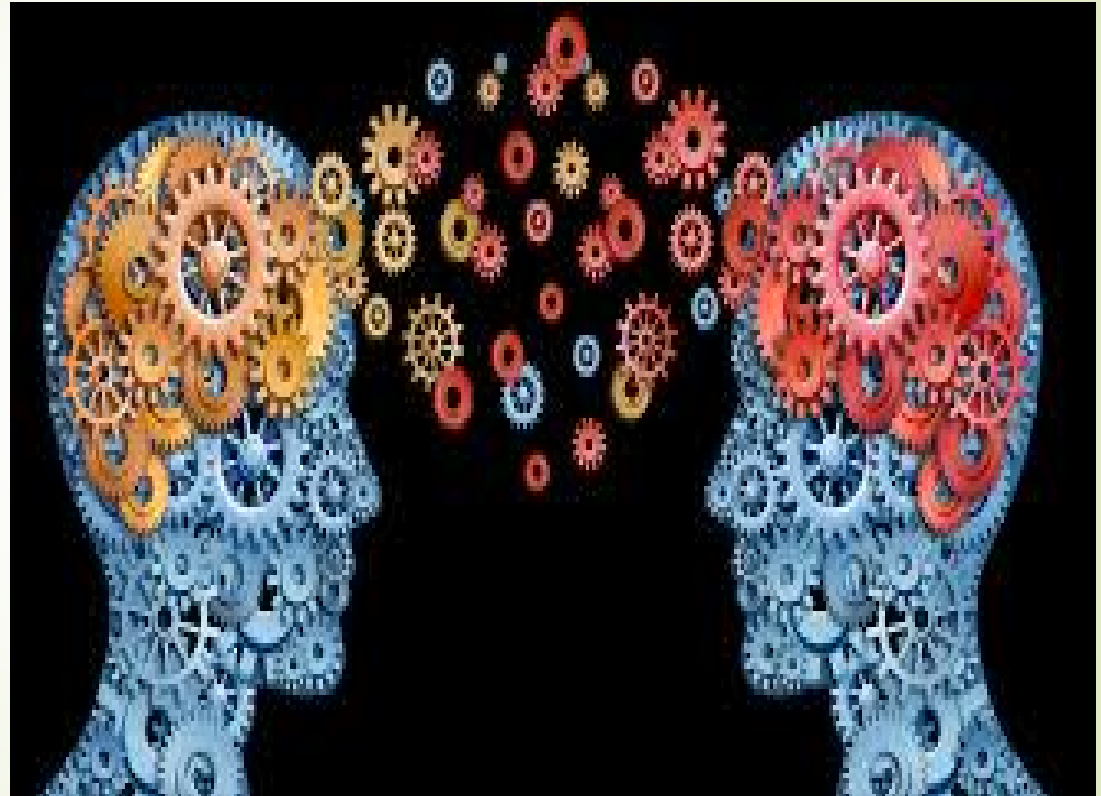
Guiding Notions of Teaching Cultural Competence

- ▶ Culture is socially constructed: awareness leads to reflection about assumptions – privileges, oppression, and hierarchies
- ▶ Comprehensiveness – includes the dominant group as well as ethnic groups based on social class, gender, disability, sexual orientation, and religion or spirituality
- ▶ Diversity versus disparity
- ▶ Multicultural competencies and advocacy
- ▶ Universality and individuality – culture, temperament, personality
- ▶ Teaching process – experience, personalization, and reflection



Teaching Strategies

- Reading
- Lecturing
- Discussion
- Questioning
- Small Groups
- Writing and Reflection
- Presentations
- Improvisation
- Role-Play
- Case Scenarios
- Field Experience/Culture Immersion



Example Activities

- ▶ Social group membership activity
- ▶ Attitudes toward diversity
- ▶ Sample privilege inventory
- ▶ Ethnic Self-awareness assessment
- ▶ Discussions
- ▶ Feedback
- ▶ Cultural de-centering
- ▶ Media lessons
- ▶ Immersion Assignment
- ▶ Presentations
- ▶ Readings and demonstrations
- ▶ Self-assessments
- ▶ Social Justice/Diversity action plan
- ▶ Experience, personalization, reflection
- ▶ ACA Code of Ethics





CULTURAL SELF-AUTHORIZING/DE-CENTERINGACTIVITY

Re-examine all you have been told at school or church [or home] or in any book, dismiss what insults your own soul.

- *Received*: Name values and norms you received (learned) from your cultures.
- *Contradiction*: Name an alternative position to the received one.
- *Current*: Name your current view on the topic.
- *Epistemology*: Name the basis for your current view (how you decided on it).

Apply and Analyze



➤ Case Scenario:

- A Mexican female client, 21 y/o, comes to counseling due to experiencing symptoms of anxiety, depression, and trauma concerning her DACA status.

Evaluate and Create

- Create a lesson plan on privilege and oppression using the social constructivist approach and teaching strategies, multicultural competencies, social justice advocacy model, multiple intelligences, and Bloom's taxonomy.
- Construct:
 - Learning Objectives
 - Structure
 - Activities
 - Assessment/Evaluation





Questions



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About Presenter

- ▶ Shama Panjwani, APC, NCC, CCMHC, is currently enrolled in the PhD for Counselor Education and Supervision program at Mercer University and specializing in Social Cross-Cultural Psychology. She earned a Masters of Science in Clinical Mental Health Counseling from Capella University and Bachelors of Arts in Psychology from Agnes Scott College. She has done research and presentations on variety of topics including reducing mental health stigma, immigration, acculturation, mental wellness at work, and mindfulness meditation techniques. Shama has been working in the mental health field for more than three years and has worked with adolescents and adults with various mental health and substance abuse disorders as well as developmental disabilities. Currently, she works in a crisis counseling setting and utilizes telemental health approaches in helping individuals who are suicidal, homicidal, or experiencing severe psychosis.