Name(s) of Applicant(s): Waganesh Zeleke  
School/Department: School of Education/ Department of Counseling, Psychology and Special Education  
_X_ By checking here, you affirm that faculty applicants have taught at Duquesne one year or more  

List the courses or learning initiatives where the innovation occurred

<table>
<thead>
<tr>
<th>Course Number &amp; Title (or name of initiative if not a course)</th>
<th># of Students</th>
<th>Semester/Year</th>
<th>Instructor/Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCNE 549 Multicultural issues /Strategies in Counseling</td>
<td>9</td>
<td>Summer 2015</td>
<td>Dr. Waganesh Zeleke</td>
</tr>
<tr>
<td>GCNE 549 Multicultural issues /Strategies in Counseling</td>
<td>18</td>
<td>Summer 2016</td>
<td>Dr. Waganesh Zeleke</td>
</tr>
<tr>
<td>GCNE 549 Multicultural issues /Strategies in Counseling</td>
<td>19</td>
<td>Summer 2017</td>
<td>Dr. Waganesh Zeleke</td>
</tr>
<tr>
<td>GCNE 549 Multicultural issues /Strategies in Counseling</td>
<td>27</td>
<td>Fall 2016</td>
<td>Dr. Matt Walsh (adjunct)</td>
</tr>
</tbody>
</table>

Where pertinent, give credit to other contributors and list their roles

Dr. Cebraul Karayigit, now a graduate, was the teaching assistant for Multicultural Issues/Strategies in counseling. At the time of this exercise, he contributed to the literature review and data collection for this project. Kaitlyn Myers-Brooks, a former master’s level graduate student (now graduate), contributed to the writing process of this innovation project.

Title of Project: Using Self-Regulated Learning Strategies to Develop Students’ Multicultural Counseling Competencies

Abstract

Counseling faculty are charged with helping students to obtain this skill, at a mastery level, as required by accreditation (CACREP) standards. This paper presents an innovative pedagogical approach to teach Multicultural Counseling knowledge and skills to a new cohort of Master’s graduate students. Specifically, the purpose of the innovation is to enhance: 1) students’ understanding of themselves as cultural beings so that they serve as better practitioners (knowledge) and 2) support the development of their counseling skills (i.e., application of multicultural knowledge to improve outcomes for clients; skills). Data were collected from 26 students who took a semester long multicultural counseling course. The effectiveness of this innovation was examined using both pre-posttest (quantitative) and qualitative research methods. The results show statistically significant improvement in students’ knowledge of (1) multicultural awareness and knowledge which was verified via comparison of competence before the training and after training. Results also considered comparisons of multicultural skills which were compared via pre and post course experiences. The result of these analyses were also published in the Journal of Multicultural Counseling, a top-tier peer reviewed publication in Counselor Education.

Applicant Signature(s) Waganesh Zeleke Date 01/11/18

Department Chair’s Name Tammy Hughes

Department Chair’s Signature Date 1/11/18

Dean’s Name Cindy M. Walker

Dean’s Signature Date 1/16/18
1. **The Innovation**

Multicultural Competency is defined as developing an awareness of one’s own cultural value and biases, learning to value others’ worldviews, and developing a set of culturally appropriate intervention. Counseling faculty are charged with helping students to obtain this both knowledge and skills, at a mastery level, as required by accreditation (CACREP) standards. For this project, *Self-Regulative Learning techniques* were used for students to develop the requisite Multicultural Counseling Competency. This pedagogical approach was implemented and evaluated for its effectiveness across two semesters (e.g., Summer 2015 & Summer 2016) with Masters level graduate students. This pedagogical approach is designed to increase students’ knowledge, and ultimately their skills, so that they will be active in their own learning process, personal growth and achieving the learning goal of the course. Given that students in this course tend to be between the ages of 21 and 45, self-regulative learning theory -- a process by which students plan, monitor, and regulate their own learning – is prioritized. There are two aspects to the innovation presented: 1) the development of unique experiential and reflective course assignments that require students to address cultural knowledge (experiences include: the “cultural quilt,” the “character journal,” & the “digital cultural story;” see appendix B for descriptions) used to document student knowledge (data analysis results are presented visually in Appendix D) and 2) the innovative teaching techniques that ensure students gain *skills* (application of knowledge) in supporting the development of student learning. Using quantitative and qualitative methods results showed the innovation resulted in measureable grad student knowledge and skills.

1. **Purpose & innovativeness**

I started teaching this course in Summer 2014. Unlike a majority of higher education courses, that focus on cognitive and intellectual learning, multicultural counseling course aims to create self-awareness competencies that counselors-in-training need to effectively practice counseling with clients from a diverse cultural background (Sue & Sue, 2015). As such, teaching a multicultural counseling course requires maintaining the balance between learning about the theoretical domains of cognitive and
affective process (Hladik, 2011) and the application of these skills across diverse clients. In my first teaching of this course, I noticed that most of the students were struggling to balance between their own cultural awareness and personal growth (i.e. Cultural knowledge) with the requisite skills needed for different clientele. Student feedback on the course evaluations of that semester suggested that students needed longed for support to change knowledge into skills. In short, students indicated that their readiness to reflect on their own cultural knowledge was below what the course requires to translate knowledge into multicultural skills. Given my previous experience using traditional teaching approach to ensure cultural knowledge and skills (i.e., read-lecture- write-read sequence of client case problem solving) I believed that modeling alone would translate into student learning. Unfortunately, explaining my own approach to problem solving was not enough. As such I realized that I needed to detail how I went about helping students learn. Research also shows that current multicultural training models are limited in helping counselors-in-training to acquire the cultural competencies needed for effective interventions with diverse clients.

My motivation for the innovation was to improve graduate students learning addressing cultural knowledge and skills that would ultimately translate into my students’ personal growth and professional (skills) competencies. After a through reading about the pedagogical approach to cultural teaching and learning, I hypothesized that if students could proactively process their way of learning (e.g. setting goals, selecting and deploying strategies and self-monitoring of their own effectiveness) in multicultural counseling then their willingness and readiness to absorb cultural self-awareness (knowledge) would also improve, and, ultimately their multicultural competencies (skills) would increase. In review of the literature I found that the concept of self-regulated learning as a pedagogical framework to courses that requires both cognitive, emotional and behavioral engagement of students (Zimmerman & Pons, 1986; Pintrich & De Groot, 1990; Schunk & Zimmerman, 2012; Van Nuland, etal., 2012). Self-regulative learning refers to cognitive, emotional or behavioral controls, and may include behavioral strategies, such as controlling the impulse to talk during class or motivated to take the courage to speak up in class. In much of the literature, self-awareness, self-oriented feedback loops, self-monitoring, self-perception and
motivation are viewed as common features of self-regulated learning (Ramdass & Zimmerman, 2011; Rosen, Glennie, Dalton, Lennon, & Bozick, 2010). From these sources, the innovation was developed. The different milestone of the innovation is visually represented in Appendix D.

2. Context and Scope

Twenty-seven graduate students in Counseling Program involved in the Multicultural Counseling course that applies the Self-Regulative Learning techniques to Multicultural Counseling Competency Pedagogy. Multicultural counseling course is one of the required core areas for counselor education programs. The course is designed to create self-awareness and provide the knowledge and skills required of counselors in a multicultural society. It aims to foster personal and professional growth of students and also aide students’ knowledge of the variety of cultural contexts they may encounter. Students are expected to examine their own cultural influences and biases and are guided by the instructor throughout this process. Thus, all the 27 students participated in this pedagogical approach enrolled to the course as part of their requirement to their Counseling degree and took the course with Dr. Waganesh Zeleke in Summer 2015 and Summer 2016. Additionally, a total of 40 students took the Multicultural Counseling courses that applies this pedagogical approach in Fall 2016 with Dr. Matt Walsh and in Summer 2017 with Dr. Waganesh Zeleke. Two doctoral level students involved in the facilitation of these course as teaching assistants.

3. Learning goals

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>1. Students will engage in an in-depth self-reflection and interpersonal dialogue to increase their cultural awareness need</td>
<td>The level of students’ cultural awareness and self-reflection measured through presentation and reflection on their “cultural quilt” and “cultural digital story” projects as well as a pre-post training assessment</td>
</tr>
<tr>
<td>2. Students will engage in different activities to increase their understanding of the worldview of clients from different cultural background</td>
<td>Students’ level of multicultural knowledge was measured using students journal entries and character connection journals as well as both quantitative and qualitative data analysis</td>
</tr>
<tr>
<td>3. Students will apply multicultural counseling skill in finding a common ground between culturally diverse individuals or groups and the themselves</td>
<td>Students’ level of multicultural counseling skill been assessed using role play, group presentation and classroom discussion. Further more the pre-post training analysis evidenced the difference.</td>
</tr>
</tbody>
</table>
4. Teaching and Learning Method

In order to achieve the goal of the course, I have created a self-regulated learning technique/pedagogical approach that aims to help student to be active in their own learning process. Over the course period, students were required to use this approach as part of their regular scheduled classes. The course takes place in Summer and Spring semesters for three days in a week from 5:00-8:40 pm for four consecutive weeks and once in a week from 6:00-8:40 pm for 16 weeks, respectively. The course involved 36 direct training hours. The organization of the course was based on CACREP (2016) standards. Instruction included both didactic presentations and experiential and group learning projects. The self-regulated learning pedagogy followed Zimmerman’s (2002) self-regulated learning model that involves three different phases: forethought/planning phase, performance phase, and self-reflection phase.

Forethought (Planning) Phase

During this phase, students performed an analysis of a required course task and also assessed and reflected on their own self-motivation beliefs behind the accomplishment of the task. The task analysis portion of this phase was accomplished through reviewing the course syllabus and consent form, which described the risks and benefits of participation in different experiential activities and detailed the contents listed in the syllabus. Students’ self-motivation belief was also assessed through focus group discussions that were conducted at the beginning of the course. Students had been engaged in classroom activities and discussions that monitored their level of motivation and explored their fears and expectations for taking the course. The forethought phase was also implemented in each class check-in or introduction, when students and I reviewed the tasks of the day and engaged in classroom activities to enhance students’ motivation.

Performance Phase
Self-control and self-observation were the major tasks that students were required to accomplish during the performance phase. Self-control refers to employing task-specific strategies, such as reading the day’s topic and writing a reflective journal entry in response to that topic. Self-observation refers to self-monitoring or tracking of emotions, reactions, increase in awareness and understanding of multicultural content both in and outside of the classroom. Besides reading the required text, daily homework and experiential activities served as core elements to develop students’ self-control and self-observation skills. For example, students were able to represent the most salient aspects of their identity (e.g., race/ethnicity, gender, sexual orientation, religion/spirituality) by presenting their “cultural quilt” to the class. In addition, they were asked to create a “digital cultural story,” that allowed students to examine a critical event that influenced how they saw and defined themselves. Each class also contained activities that were co-facilitated by a doctoral candidate. During and after these activities, students were asked specifically whether or not these particular activities helped them to fully engage in independent learning. Overall, students were able to implement their selected strategies and self-monitor their progress.

Self-reflection Phase

The third phase of Zimmerman’s (2002) cyclical model occurred at the end of course work and at the conclusion of the 12 class sessions. The process at this phase involved engaging students in a self-judgment (comparing their performance to CACREP multicultural competency standards) and self-reaction (self-satisfaction, positive affect of the performance) process. In addition to using different class activities, such as student facilitated discussion, peer evaluation and feedback, and experiential activities (e.g. ‘privilege walk exercise,’ ‘how I spent my weekend’ activity) that provided an opportunity for students to reflect on their reaction. A focus group discussion was facilitated at the end of the course and used to engage students in self-judgment and self-reaction processes.

In order to assess the effectiveness of this approach on improving students’ multicultural competency, I have collected data using a pre- and post-self-assessment inventory on multicultural competency and student self-reflection.

All procedures were reviewed and approved by Duquesne Institutional Review Board.
Prior to participating, all students enrolled in the course, received the research description, and were asked if they desired to provide informed consent. Following obtaining their consent, students completed a pre-and post-course self-assessment inventory and participated in focus group discussions. The results show statistically significant improvement on students’ 1) multicultural awareness and 2) knowledge. Results also showed a statistical insignificance on student multicultural skill development compared to their level of competence before the training.

5. Innovation's contribution to student learning

Both quantitative and qualitative evidence of the course experiences are documented in the student learning outcomes. Quantitatively, using Arredondo Toporek, Brown, & Jones (1996)’s 86–items Multicultural Counseling Competencies Self-Assessment (MCCSA) (Appendix C) to measure students’ ability to answer multicultural awareness, knowledge, and skill questions on scale of 0-3, results showed that students in my class (in Summer 2015 and Summer 2016) before the course began and after the course was completed had the following statistical outcomes:

<table>
<thead>
<tr>
<th>Score</th>
<th>Pretest (Mean)</th>
<th>Posttest (Mean)</th>
<th>z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural awareness</td>
<td>28.12</td>
<td>52.5</td>
<td>-4.3724*</td>
</tr>
<tr>
<td>Multicultural Knowledge</td>
<td>32.12</td>
<td>70.5</td>
<td>-4.317*</td>
</tr>
<tr>
<td>Multicultural skill</td>
<td>49.5</td>
<td>64.0</td>
<td>-2.521</td>
</tr>
</tbody>
</table>

* p < .001

Results of the Wilcoxon Signed-Ranks Test indicated students reported statistically significant improvement in their ability to answer questions related to their awareness of their own cultural values and biases (z = -4.3724, p < .001) as a result of the innovation. The innovation significantly (z = -4.317, p < .001) increased students’ ability to answer questions related to cultural knowledge-based questions. The cultural knowledge included: participants’ knowledge of their own racial and cultural heritage and how it affects their definition about normality and abnormality in the counseling process; knowledge about the social, political, and economic history of negative emotional discrimination toward specific racial/ethnic
groups; knowledge about the need of ongoing learning to be aware of the life experience; cultural heritage and the significance of historical backgrounds of culturally diverse clients and how it affects counselors and their clients; and knowledge about the understanding of how culture may affect personality formation, vocational choices, manifestation of psychological disorder, help seeking behavior, and best practice counseling. Participants also scored high in the post assessment on their knowledge of issues relating to sociopolitical, immigration, poverty, racism, stereotyping influences that affect the quality of life for clients of a different culture. These participants also reported a high mean score on their understanding of different cultural contexts where counseling occurs as a post course assessment. Students reported a statistically insignificant increase ($z = -2.521$, $p = .0712$) in their ability to answer culturally competency skills based questions as a result of the innovation. The multicultural skill was not significantly different after the innovation. However, student scores were slightly higher after the innovation. The post course assessment data gathered upon the completion of the training, which given participants minimal or no time to see themselves doing actual counseling, which may explain the lack of significant difference in this area.

Qualitatively, systemic content analysis was conducted for the qualitative data gathered through two FGDs (before course starts and after course completion) that asked participants’ expectation and experience of learning about multicultural counseling using self-regulated learning approach and both my teaching assistants and myself journal. psychological report writing skills improved. The results of the content analysis indicated that the innovation (self-regulated learning strategies) do help students to (a) improve self-awareness, which refers increase cultural sensitivity, practice self-examination, (b) increase ability to process the material in a multicultural counseling course, (c) increase motivation and willingness to deal with social justice, as well as ability to balance both the fears and growth potential of using radical acceptance toward self and others. The following are some of students’ quote from the focus group discussions:

Before the course starts:

“I am afraid if I offend someone when I open my mouth.”
“I never thought about my own cultural heritage ... I don’t expect to talk about my cultural heritage or stuffs so personal in class”

“talking about race and gender issue always scares me...”

After the course completed:

“being aware of your own individual self.” “becoming more self-aware.” “The biggest thing is that I have left crying every day. It was so emotional.” “It was indeed an emotional and culturally awakening experience”; “The way we did it was so much more valuable. I anticipated the PowerPoint, but it was much better because of processing and discussing about our own intake, which ultimately help[ed] me to understand the readings.”; “I like it this way. You are looking at yourself every time ... during the class discussion and when you read the materials. Processing was really the best way to do it.”; “I had had many fears like clients from other cultures will not trust me and the like, but through our discussion and reflection during the class I developed a way to normalize the fear and not [allow]’ the fear from keeping me [moving] forward to work with clients with different cultural background.’; “I am a quiet person. I do not know how to stand up in front of people. I imagine myself in that video and I do not know how to speak up.”

The impact of the innovation was measurable and is summarized in the following table.