CACREP Standards and Cultural Diversity: Using Bloom’s Taxonomy to create specific learning objectives in the Graduate Classroom

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Objectives

• History and Application of Bloom’s Taxonomy in Counselor Education
• CACREP standards for cultural diversity
• Distinction between 3 types of Learning Objectives
• Student Learning Objective examples
• Sample Grading Rubric

History of Blooms

• 1956 Authors created the Taxonomy of Educational Objectives
• Cognitive Process Dimension
  – Knowledge
  – Comprehension
  – Application
  – Analysis
  – Synthesis
  – Evaluation
History of Blooms

- 1991 Taxonomy was updated
  - Cognitive Process Dimension
    - Remember
    - Understand
    - Apply
    - Analyze
    - Evaluate
    - Create
  - Knowledge Dimension
    - Factual Knowledge
    - Conceptual Knowledge
    - Procedural Knowledge
    - Meta-Cognitive Knowledge

Revised Taxonomy Dimensions
Blooms and Counselor Education

• “Objectives (of a program) needs to reflect the needs of society that are represented by different ethnic and cultural groups served by counselors and other personnel service specialists” (ACES, 1977, p. 597).
• Bloom’s taxonomy is designed to increase student’s higher order thinking by creating student-learning objectives that can be assessed by the educator in both subjective and objective manners.
• Granell and Hazler (1998) found that students become more cognitively complex as they continue in their coursework, and in another study completed by Granell (2010), found that complexity is directly affiliated with the amount of time that a counselor has had contact with clients.

CACREP Social and Cultural Diversity Requirements

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

cp/crit: Impact of spiritual beliefs on clients’ and counselors’ worldviews

Objectives

Global Objectives: Broad, overarching objectives. Objectives for the program
• ie: All Students will demonstrate multicultural counseling competency

Educational Objectives: describes a student's behavior and some content area that behavior will be performed
• ie: Student will have the ability to understand their culture

Instructional Objectives: Specific, narrow content areas that are the focus of daily lessons
• ie: The student can name three aspects of their culture that could affect the client/counselor relationship.
Student Learning Objectives

Cognitive Process Dimension

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Understand/Procedural

F.2.b theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
A. Educational Objectives:
  a. Student demonstrates procedural knowledge by comparing theories and models of multicultural counseling.
B. Instructional Objectives:
  a. Student will compare two theories or models of multicultural counseling and will determine when it is appropriate to use each theory.
  b. Example:
     i. Student will write a 5 page paper that compares two multicultural counseling theories or models. Student will discuss appropriateness of the theory or model for one multicultural different client.

Apply/Metacognitive

F.2.g the impact of spiritual beliefs on clients’ and counselors’ worldviews
A. Educational Objectives:
  a. Student will demonstrate conceptual knowledge about the impact of spiritual beliefs on a the counselor's and client's worldview.
B. Instructional Objectives:
  a. Student will participate in role plays in class to determine how their spiritual beliefs affect their client-counselor relationship.
  b. Example:
     i. Students will be provided with in-depth case studies about clients from different cultures and will participate in role plays in class to demonstrate their ability to work with client’s from a different worldview. The students will also be required to write a 1-3 page paper discussing their experience.
**Student Learning Objectives**

**Analyze/Metacognitive**

F.2.d Impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others

A. Educational Objectives:
   a. Student will demonstrate **self-knowledge** by attributing how heritage, attitudes, beliefs, understandings and acculturative experiences could affect their view of a person from a culture different from their own.

B. Instructional Objectives:
   a. Student will attend a religious ceremony from a culture other than their own and will demonstrate how the experience affected their view of this culture
   b. Example:
      i. Student will attend a religious ceremony from a culture other than their own and then will write a 5-7 page paper that discusses their original thoughts, attitudes, beliefs, and understanding of this population both prior to and after the experience

**Student Learning Objective**

**Remember/Factual**

F.2.a Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

A. Educational Objectives:
   a. Student will demonstrate **factual knowledge** by recalling multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.

B. Instructional Objectives:
   a. Student will identify which multicultural skills are required to work with a specific ethnic population and how these skills can be applied to the family structure.
      i. Essay Test Question:
         ii. Please identify 2 multicultural skills and explain why these skills are important to the family structure of this multicultural group.

**Essay Example Rubric**

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<th>Student named cultural group</th>
<th>1 points</th>
<th>Normal cultural group</th>
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<tbody>
<tr>
<td>Student identified multicultural skills</td>
<td>2 points</td>
<td>Did not name cultural group</td>
</tr>
<tr>
<td>1 point: Named 2 or more multicultural skills correctly</td>
<td>2 points</td>
<td>Did not name any multicultural skills correctly</td>
</tr>
<tr>
<td>1 point: Student is able to tie their chosen multicultural skills to the family structure</td>
<td>1 point</td>
<td>Student does not tie at least one of their multicultural skills to the family structure</td>
</tr>
<tr>
<td>1 point: Student is able to tie at least one of their multicultural skills to the family structure</td>
<td>1 point</td>
<td>Student does not tie at least one of their multicultural skills to the family structure</td>
</tr>
</tbody>
</table>
Sample Answer

The Asian culture is collectivist, which means that the family is an important part of the client's life. The second skills that I would need to be aware of is that confidentiality is very important, as seeking help for mental health issues, might be considered a taboo.

Most decisions are made with the full families needs being considered. By being aware of the importance that family plays and trying to include the families opinions into the session with the client I will be able to protect the client's relationship with their family while also helping the client make some personal decisions for themselves. It will also be important to help educate the client and their family about mental health issues and how they can be present for the client.

Takeaways

• Objective evaluation method that standardizes grading
• Transparency in student grading
• Creating SLO’s that increase student cognitive capacity

References


