

Faculty Innovator Grant 2006  
Center for Learning Technologies

Final Report Form

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Primary Faculty Name:	Garrett J. McAuliffe
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Project Title: (10 words or less)	Key Practices in Culturally Alert Counseling: A Demonstration Video

*Other faculty:*

Faculty Name:	Department	Email Address	Office Phone Number

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1. Describe the specific teaching and learning issues being addressed by the proposal.

Modeling of multicultural counseling practices is central to learning to be a counselor. However, materials for such modeling are not available. More basically, the very enumeration of these skills is lacking. With this video, students will both have models of good practice and a stimulus for discussion of the overall issues in multicultural counseling.

2. Describe the revised specific teaching and learning issues being addressed by the proposal (if applicable):

What were discovered during this project were three sets of multicultural counseling skills that were umbrellas for 25 specific skills. This organizing of such skills is a first in the field. The visual representation of them makes this material accessible to learners in a vivid fashion.

As a result, the project evolved into a training video on overall key practices in multicultural counseling. Gender was included as one of the cultural groupings, but the "Key Practices in Culturally Alert Counseling: A Demonstration Video" was the overall concept and title that resulted.

3. Describe the development activities involved addressing the learning or teaching issue.

A literature review of multicultural counseling skills was conducted by the project director. Two graduate students helped him refine and cluster these skills. Two colleagues, one from ODU and one from Canada, helped deepen the description of the skills.

The project director wrote three scripts that would illustrate all three of the themes (Accessibility, Assessment, and Intervention) and most of the skills. He asked cultural informants to review and provide input into the realism and utility of the scripts. Those sessions were filmed over a period of four days with ATS staff. The footage post-production editing was done for a period of five months with Mr. Kirby Broyles of ATS. Extensive additional footage from stock files was brought in to illustrate abstract concepts. Mr. Robert Jones helped to design the look and feel of the video. Over 200 hours of work resulted in a one-hour training video that is currently being used in courses in multicultural counseling in the counseling and human services programs.

Copies of the video were delivered to Mr. Kirby Broyles, ATS Director Nancy Cooley, Dean Graves, Department Chair Burnett, and Provost Isenhour. The video was shown at the Technology Fair in Webb Center in July.

4. Describe the learning outcomes attained by the project.

Students are now able to enact 25 multicultural counseling skills in an intentional way. For example, they can initiate "broaching" of culture with clients, promote clients'

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recognition of cultural strengths, and counter clients' internalized oppression by trying out the skills modeled in the video.

5. Describe unexpected outcomes, if any.

A surprise outcome was the value of stock footage to illustrate such skills as accessibility, outreach, and language usage.

6. Describe the impact of the completed project on your colleagues, department, college, or community.

The resulting video, *Key Practices in Culturally Alert Counseling: A Demonstration Video*, is now used in COUN 655 and HMSV 346 as a regular part of the curriculum. It is also available to Student Services Staff for multicultural staff training. The video has been shown at the American Counseling Association convention in Detroit in March 2006 and at the International Association for Counselling conference in Cork, Ireland in July 2007 to counselor educators from around the world. It has thus enhanced Old Dominion's reputation as a leader in pedagogy and in multiculturalism. The video was also adopted by Sage Publications and Microtraining Associates for distribution worldwide.

7. Describe how the project can be a model, template, or prototype for use by other instructors.

Counselor educators do not need to wait for good modeling demonstrations to be commercially available in order to show good counseling skills. With the FIG program, ODU faculty can create their own training materials. Faculty have already consulted with the project director on how to make such videos. Dr. Edward Neukrug has since made a video on counseling theories.

8. Describe the technology used to help address the issues described in the proposal.

Video editing technology at a very high level of sophistication was used to create the finished product. The expertise of ATS staff was utilized extensively and paid for by the grant.

9. Describe products, if any, that are a result of the project.

Three products resulted from the project:

- a. The demonstration video itself.
- b. A Resource Guide for instructors.
- c. A Study Guide to the video for students.

10. Describe the future plans for this project, if any.

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The project will continue in refined form. Raw footage from the four sessions will be turned into four new videos, each of which will present full sessions on multicultural counseling, in particular in relation to religion, race, ethnicity, and gender.

11. Attach a financial report with updated Budget Plan Matrix.

**Final Budget Matrix**

Budget Item (equipment, personnel, software, etc.)	Qty	Total Cost	Source of Funds	
			Amount from FIG	Amount from Other Source
Post-production editing and staff stipends for writing and acting		\$5000		\$5000 (Sage Publications)
Project director summer stipend		\$5000		\$5000 (Faculty Development Funds)
Shooting and post-production editing		\$2500	\$2500	
Materials		\$500	\$500	
Additional shooting				\$800 (Education Dean's Office and ELC Dept)
<b>Total cost of project:</b>		\$13000		