

CPSY 433: MULTICULTURAL COUNSELING
Fall 2011

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Course Description

This course is designed to assist students in understanding and valuing diversity so they can become culturally competent professionals. Specifically, the course encourages students to examine their own worldviews, explore various cultural groups, and consider counseling strategies through in-class exercises, videos, discussions, and experiential exercises.

The primary goals of this course are: (1) to increase students' knowledge and understanding of the experiences and histories of various cultural groups within the United States, (2) to increase students' awareness of their own cultural background, biases, and worldviews, (3) to increase students' ability to develop culturally competent case conceptualization and intervention strategies, and (4) to introduce students to the multicultural counseling research literature. Ultimately, the goal is for students to understand the social-cultural contexts of human development and behavior and to be able to competently apply the knowledge base of counseling psychology discipline in a culturally-responsive manner.

Learning objectives

The primary objectives of this course are:

1. Develop an understanding of existential philosophical orientation of worldview, including relationships with people, nature, and things.
2. Develop understanding of the relationship between worldviews, value systems, lifestyle, behaviors, and beliefs.
3. Explore core dimensions of diversity, specifically race/ethnicity, gender, socioeconomic status, spirituality, sexual orientation.
4. Develop awareness of power and privilege issues, dominant culture values, including values of counseling and therapy.
5. Develop an understanding of the impact of oppression, social justice, and advocacy.
6. Learn cultural identity models.

Reading assignments

Sue, D. W., & Sue, D. (2007). *Counseling the culturally different: Theory and practice*, (5th ed.). New York: Wiley.

Thomas, A. J., & Schwarzbaum, S. (2011). *Culture and identity: Life stories for counselors and therapists*, (2nd ed.). Thousand Oaks: Sage.

McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*, 10-12.

Mio, J. S., & Awakuni, G. I. (2000). *Resistance to multiculturalism: Issues and interventions*. Philadelphia: Brunner/Mazel.

Course requirements

All papers must be written according to the American Psychological Association's (APA) Publication Manual (5th edition). Please consult the writing tips sheet on the website for more specific recommendations.

1. Cultural Autobiography- Students will write a cultural autobiography (4-5 pages). Students will explore their cultural identity and cultural socialization processes. The paper should also discuss the impact of culture on current functioning, behaviors, attitudes, and values, as well as the impact of culture on views of mental health and counseling.

Grading rubric

1 - 13 points "FAIR/POOR" Did not address each question, minimal self-reflection

14 - 20 points "GOOD" Answered all questions adequately, self-reflection is somewhat superficial

21 – 25 points "EXCELLENT" Shows superior insight and self-reflection ability, willingness to be open.

2. Novel paper - This assignment is designed to increase students' knowledge and understanding of the experiences of a cultural group different from their own and to aid students in thinking about intervention strategies and issues of social justice. This is an opportunity to gain an insider's perspective into a racial, ethnic, cultural group that the student does not know very much about. Students will read a contemporary novel or autobiography set in the United States representing a racial, ethnic, or cultural group about which they need to learn more about. Students will write a 3-4 page reaction paper discussing their initial assumptions about the cultural group and answering the following questions: What injustices and inequities were faced by the characters? How did the main character feel about their cultural identity? If this character presented for counseling what sort of treatment goals and intervention strategies might be appropriate? What new knowledge or insights have you gained from the book? What sort of social justice implications arise from this book? This assignment will be used to fulfill the assessment component for the SOE Conceptual framework CF3. Students must submit the assignment via LiveText and bring a hard copy to class.

SOE Assessment Rubric

Target: In their reaction paper the student moves beyond individual level (micro) interventions and problem identification to a macro-level description of the client's problem and the interventions needed. Students demonstrate a sophisticated understanding of issues of inequity and justice.

Acceptable: In their reaction paper the students show that he/she understands injustices and inequities in society by describing the individual injustices faced by the character and by suggesting counseling interventions designed to address the client's suffering and promote justice.

Non-Target: in their reaction paper the student does not discuss social inequities or injustices faced by the character, nor does the student suggest interventions that might promote justice for the character.

Grading Rubric

1 - 13 points "POOR/FAIR": Too much summary and not enough analysis, did not address each question, several APA style errors

14 - 20 points "MARGINAL/GOOD": Adequately addresses each question, cursory response to treatment goals or ignores /minimizes cultural issues, minimal self-reflection

21 - 25 points "VERY GOOD/EXCELLENT": Answers to each question demonstrate superior knowledge of the constructs of oppression and cultural identity, treatment goals were creative, superior insight and reflection, flawless APA style

3. Reflection papers - Students are required to write critical reflection papers for each topic assigned. The reflection papers are designed to enhance students' understanding of the concepts of the readings. See attached list for assignments. Papers will be 1-2 pages in length. Students will post reflections on the related Blackboard discussion board, and make at least two responses or comments to other students. Students may post materials using a pseudonym provided the name is given to the instructor.

1) Oppression

a. Visit understandingprejudice.org. Take the baseline test and the hidden bias test. Based on your scores, what 3 objectives do you have for yourself?

b. Crashing. Arrange a viewing of the movie, Crash. Enjoy the movie! Discuss the following questions: (1) Describe an incident where you "crashed" into your own stereotypes of someone else or when someone else's stereotypes about you "crashed" into you, (2) What was the impact of the "crashing" stereotypes on the target and the agent?, (3) What stereotypes of your own do you need to work on if you are going to be a culturally competent counselor?

2) Acculturation

Write a list of rules for recent immigrants to the United States of America. Include both implicit and explicit norms for behaviors, communication, and interpersonal relationships. What issues may emerge when working with a newly arrived immigrant in a therapy setting?

3) *Spirituality*

Attend a worship service and describe the experience. How will your spiritual (or religious) beliefs influence your work with clients?

4) *Social Class*

a. You are a single parent planning to attend the local community college this year with the goal of transferring to a 4-year college in two years. You are currently receiving food stamps (Link card), a \$200 housing subsidy, and have a part-time salary of \$9,000. Two courses cost \$600. Plan a monthly budget including costs for housing, utilities, phone, food, childcare, transportation, entertainment, and miscellaneous expenses.

b. Based on the readings, identify three individual, family/group, and community interventions for someone in the poverty level.

5) *Gender and Sexual Orientation*

a. Based on the readings, discuss stereotypical characteristics of men and women. Which of these stereotypes are true or based on reality? How will gender role expectations influence your work with clients?

b. Based on the readings, discuss how gender role expectations influence your perceptions of sexual orientation. Write a “coming out” letter to your parents regarding your sexual orientation. Discuss: (1) What was it like to write the letter? (2) What impact would a disclosure like this have on your life—personally and professionally? (3) What did you learn as a result of this assignment? How will what you learned aid you in your professional work?

6) *Excursion paper*- Choose a trip for a culture that is different from your own background and write a reaction paper to your trip. Also, discuss 5 important values/concepts on the cultures visited.

a. Native Americans

Attend the Mitchell Museum of the American Indian, located 2600 Central Park Avenue, corner of Central Street and Central Park Avenue in Evanston, Illinois.

b. African Americans

Attend the DuSable of African American History. Located at 740 E. 56th Place (Washington Park)

c. Asian Americans

Visit Chinatown

d. Latino/Hispanic Americans

Complete Little Village scavenger hunt. <http://www.pilsenlittlevillage.org/>

Grading rubric for reflection papers

1 - 3 points “FAIR/POOR” Does not address each question, minimal self-reflection

4 - 6 points “GOOD” Describes background adequately, self-reflection is somewhat superficial

7 – 10 points “EXCELLENT” Shows superior insight and self-reflection ability, willingness to be open to self-exploration, clearly written.

Grading policy and scale

Autobiography 20%

Novel paper 20%

Classroom discussions 20%

Critical reflection papers 40%

Scale: 100-93 A,

92-90 A-

89-87 B+

86-83 B

82-80 B-

79-70 C

Note: Attendance is mandatory. Students should see the course catalogue for the official attendance policy.

School of Education's Conceptual Framework: Professionalism in the Service of Social Justice

As a professional counselor, higher education professional, school psychologist or counseling psychologist you can be a vehicle for justice in what ever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional work.

Conceptual Framework Standard CF3: Candidates demonstrate an understanding of issues of social justice and inequity. This standard will be assessed through the case assessment.

Technology: In this course you will use technology to aid you in communicating and locating resources. The email listserv will provide a convenient way for us to communicate with one another in between class meetings. You will be able to locate journal articles through the Library's PsychInfo search engine.

Diversity: Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. This class is designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities.

Illinois School Counselor Specialization Standards

STANDARD 15 - Professional Orientation and Identity

The competent school counselor understands and actively participates within the profession.

15B. Understands community, environmental, and institutional barriers that impede and/or enhance student academic success and overall development.

*To be assessed through the novel paper

STANDARD 17 - Human Growth and Development

The competent school counselor understands the individual diversity of human growth, development, and learning, and provides experiences that promote the physical, intellectual, social, and emotional development of the student.

17H. Understands the characteristics and effects of the cultural and environmental milieu of the child and the family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse.

*To be assessed through reflection papers and novel paper

STANDARD 19 - The Helping Relationship

The competent school counselor possesses knowledge and skills necessary to establish appropriate helping relationships as a professional school counselor in a school setting.

19A. Understands various counseling theories, including traditional models, multicultural models, brief approaches, and systems and family theories as appropriate to school counseling

19B. Understands how individual student characteristics, including age, gender, ethnic differences, race, culture, learning abilities and styles, and value dimensions, impact the helping process.

*To be assessed through the novel paper

STANDARD 20 - Social and Multicultural Diversity

The competent school counselor possesses the knowledge and skills to appropriately address issues of diversity, cultural difference and change.

20A. Is aware and sensitive of his or her own social and multicultural diversity background.

20B. Is aware of how his or her own multicultural/diversity background and experiences influence his or her attitudes, values and biases about psychological processes.

20C. Is knowledgeable about various diverse groups with which she or he may work.

20D. Understands how race, culture, ethnicity, sexual orientation, physical and mental characteristics, and other areas of diversity affect personality formation, vocational choice, manifestation of difficulties and strengths in academic, career, and personal/social development.

*20A & 20B—assessed through cultural autobiography, 20C & 20 D –assessed through reflection paper and novel paper

University Policies

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with a

SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias. In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>.

Schedule:

Date	Topic	Assignment
August 30	Introduction	
September 6	MCT Worldviews	Sue, ch. 1-3
September 13	Oppression, Social Justice	Sue, ch.5, 12 Reflection paper # 1 due
September 20	Immigration, Acculturation	Sue, ch.21-22 Thomas, ch. 6-8 Reflection paper #2 due
September 27	Spirituality	Sue, ch.19-20 Thomas, ch. 10-12 Reflection paper #3 due
October 4	Social Class	Thomas, ch. 13-14 Reflection paper #4 due
October 11	NO CLASS—MID-SEMESTER BREAK	
October 18	Gender	Sue, ch.25 Cultural autobiography due
October 25	Sexual Orientation	Thomas, ch. 23 Reflection paper #5 due
November 1	Whiteness, Ethnicity	Sue, ch.11 Thomas, ch. 4
November 8	Native Americans	Sue, ch.15 Thomas, ch. 3
November 15	African Americans	Sue, ch.14 Thomas, ch. 2 Excursion paper due
November 22	Asian Americans	Sue, ch.16 Thomas, ch. 9
November 29	Latinos	Sue, ch.17 Thomas, ch. 5
December 6	Wrap-up, feedback	Novel paper due