

# LOYOLA UNIVERSITY CHICAGO

## 433 Multicultural Counseling Fall Semester 2008

Class meets: Thursdays 4:15pm - 6:45 pm (August 28, 2008 – December 4, 2008)

Location: TBD

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Office Hours: By appointment

### Course Description & Objectives

This course is designed to assist students in understanding and valuing diversity so they can become culturally competent. Specifically, we will explore various cultural groups, examine influences on world view, and consider counseling strategies through in-class exercises, videos, discussions, and experiential exercises.

The primary objectives 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 world view, (3) to increase students' ability to develop appropriate intervention strategies, and (4) to introduce students to the multicultural counseling research literature. Ultimately, the goal is for you to understand the social-cultural contexts of human development and behavior and to be able to competently apply the knowledge base of your discipline in a culturally-responsive manner.

#### 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 novel paper

*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 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 Excursions, Coming out paper, 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 portion of Novel paper regarding treatment planning

**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 Roots representation assignment, 20C & 20 D –assessed through Learning Excursions, Coming out paper, and Novel paper

**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. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see: [http://www.luc.edu/education/academics\\_policies.shtml#honesty](http://www.luc.edu/education/academics_policies.shtml#honesty)

**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 an 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. More information is available at: <http://www.luc.edu/sswd>

**Harassment**

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. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at: <http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs, School of Education at 312-915-6464.

### Required Text

Sue, D. W., & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice* (5<sup>th</sup> ed.). New York: Wiley.

\*Supplemental readings will be available on-line or on Library Reserve.

### Course Format

This course will incorporate the following methods: readings, in-class discussion, visual aids, and experiential activities (in and outside of class).

### Course Requirements

1. Attendance/ Participation (30 points total) – It is very important that each student attend and participate in class. Each student is **ONLY** allowed **2 missed classes**. You will be allowed **1 courtesy** absence with no penalty. After that, you **WILL** lose points for that missed class. You must notify the instructor if you are unable to attend class **PRIOR** to class time. The last 2 classes will be worth 3 points. The courtesy **CANNOT** be used on the last 2 classes. Participation is evaluated by the attentiveness and contribution to the class by the student. Students who miss more than 30 minutes due to being late or leaving early from any class will lose points accordingly.
2. Journal Entry (25 points total) – **Due: Every other week** (1+ double-spaced pages)  
A total of 5 journals will be submitted. The journal entries are designed to allow for self-exploration, critical thinking, and self-reflection. Each journal entry will be turned in at the beginning of each class. Journals submitted after that time will lose 1 point per day. However, every journal **MUST** be submitted even if you will not receive any points. Journal entries will be given the week prior at the end of the class. Students are responsible for handing in journal entries on time and getting the next journal entry when they are absent. Journal entries will be posed on *Blackboard* each week.
3. Self-Analysis Paper (15 points) – **Due: September 11<sup>th</sup>** (3+ double-spaced pages)  
This is an opportunity to explore your own cultural identity by investigating your family's unique history. By looking at you own "worldview", you may gain insight into your worldview, assumptions about your cultural group and other cultural groups. You will describe your family's cultural history. You may want to pay particular attention to important events such as immigration history, inter-cultural marriages, religious conversions; involvement in wars, economic events (i.e., depression), and past history of cultural conflicts. Enlisting the aid of your family members, identify your ethnic family and cultural values and how they impacted you throughout your life. Many of these values will be apparent in traditions, customs, and values that have been passed on to you. These family and cultural values often have positive and negative consequences. Address what messages your family taught you about other cultural and/or ethnic groups, the aspects of your cultural heritage that you appreciate and/or value, the aspects that you question or dislike. Be creative and view the following as suggestions, but do not feel limited by the suggestions.

4. Articles (20 points) – **Due: September 25<sup>th</sup>** (2+ double-spaced pages)  
In order to become familiar with the research literature in the multicultural counseling field, you will identify a minimum of 6 articles. A minimum of 3 should provide *general information* about a group/population that is different from your own culture. A minimum of 3 articles should provide information about your population in *relation counseling and/or psychology*. Out of the 6 articles, 3 *MUST* be empirical research investigations—either qualitative or quantitative. Once these articles are identified give a brief synopsis of each one and discuss how the information from the articles can assist you in working with your population.
  
5. Excursion Reaction Paper (20 points total) – **Due: October 9<sup>th</sup> & 23<sup>rd</sup>** (2+ double-spaced pages)  
In order to take full advantage of the rich diversity in this country, you will take two learning excursions related to your group/population. You may chose to attend a movie/concert, attend a lecture, go to a neighborhood festival, go to a museum, attend a play, attend a religious service, attend a dance recital or art exhibit, etc. It is recommended that you discuss your excursions with the instructor before you “travel”. You may collaborate with a classmate on these excursions.  
*Respond to the following:* What were your preconceptions? How did you feel? What did you learn? How has the excursion positively and/or negatively influenced you?
  
6. Book Reaction Paper (20 points total) – **Due: November 6<sup>th</sup>** (2+ double-spaced pages)  
Each student will read a novel, biography, or autobiography of your choice about their chosen group/population. We will discuss possibilities in class. You *MUST* gain prior approval from your professor. It is important that you read a respectful depiction of the group.  
*Respond to the following:* Give a synopsis of the book. How did the book influence and/or impact your perceptions of your population?
  
7. Final Paper (50 points) – **Due: December 4<sup>th</sup>**  
This paper is designed to help you integrate the material covered in this course and apply the knowledge learned. Each student will receive a specific population to present on which will be determined by the student and the professor. You should discuss your initial assumptions about your population and what new knowledge or insights you have gained about yourself and your population. You *MUST* address how the excursions, book, and interview influenced or impacted what you learned about your population. Finally, address what the literature/research says about your group/population.

#### Interview

Give an overview of your interview and how it influenced and impacted you and your perceptions of your population.

You will interview an individual who is from the population of your choice. Please clear your choice for interviewee with the professor prior to the interview.

*Potential questions:* What are the group/population(s) that you identify with? What are some traditions, values, and beliefs of these group/population(s)? What do you like/love and dislike/not love about the group/population (s) you identify with? What changes do you feel could be made to help our society deal better with individual differences? Be creative and view the following as guidelines, but do not feel limited. Please do not interview someone whom you already know quite well.

Articles

You will discuss main findings of your 6 articles and how the information from the articles can assist you in working with your population. Identify specific ways in which counseling may have to be modified so as to be culturally sensitive. Discuss some of the issues that might arise in differences between the counselor and client. Discuss how dynamics of oppression could impact your counseling session.

8. Final Presentation (20 points) – **Due: November 20<sup>th</sup> & December 4<sup>th</sup>**

The oral/visual presentation to the class will be a brief summary of the final paper, and will be approximately **15-20 minutes** in length. The grade will be assessed based on the quality of the content and the professional quality of the presentation. The presentation is designed to provide students with the experience of presenting their work in a professional manner while learning from each other. Students **MUST** provide a handout that gives a brief summary of each heading from their paper to the class and the professor.

Grades will be determined as follows:

Attendance/Participation:	30 points
Journal Entries:	25 points
Self-Analysis:	15 points
Excursions:	20 points
Book:	20 points
Articles:	20 points
Presentation:	20 points
Final Paper:	50 points

**Total points: 200 points**

Grading Scale:

93 – 100%	= A
90 – 92%	= A-
87 – 89%	= B+
83 – 86%	= B
80 – 82%	= B-
70 – 79%	= C
60 – 69%	= D
below 60%	= F

## Course Schedule

Date	Topic	Assignments and Readings
August 28 <sup>th</sup>	Overview of the course	
September 4 <sup>th</sup>	Multicultural Competence/Counseling	Sue (Chapters 1 & 2)
September 11 <sup>th</sup> ,	Microaggressions Racial Identity Development	<b>Self-Analysis Paper</b> Sue (Chapters 5 & 10)
September 18 <sup>th</sup>	Politics Oppression	<b>Journal Entry #1</b> Sue (Chapters 3 & 4)
September 25 <sup>th</sup>	White Privilege	<b>Articles</b> Sue (Chapter 11)
October 2 <sup>nd</sup>	African American Asian American	<b>Journal Entry #2</b> Sue (Chapters 14 & 16)
October 9 <sup>th</sup>	Latinos Native Americans	<b>Excursion #1</b> Sue (Chapters 17 & 15)
October 16 <sup>th</sup>	Arab Americans Jewish Americans	<b>Journal Entry #3</b> Sue (Chapters 19 & 20)
October 23 <sup>rd</sup>	Gender Sexual Orientation	<b>Excursion #2</b> Sue (Chapter 23 & 25)
October 30 <sup>th</sup>	Social Class	<b>Journal Entry #4</b> Book Chapters: Lott & Bullock ( <b>BB</b> )
November 6 <sup>th</sup>	Disability Older Adults	<b>Book Reaction Paper</b> Sue (Chapter 24 & 26)
November 13 <sup>th</sup>	Advocacy/Social Justice	<b>Journal Entry # 5</b> Sue (Chapter 12) Article: Nilsson & Schmidt ( <b>BB</b> ) Advocacy Competencies ( <b>BB</b> )
November 20 <sup>th</sup>	Final Presentations	<b>Final Presentations</b>
December 4 <sup>th</sup>	Final Presentations	<b>Final Paper</b> <b>Final Presentations</b>