

CPSY 433: MULTICULTURAL COUNSELING **Fall 2016**

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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.

School of Education's Conceptual Framework:

Loyola University Chicago School of Education (SOE) articulates social justice as its mission and social action through education as its responsibility. Please refer to this link for more information on the School of Education's Conceptual Framework:

<http://www.luc.edu/education/mission/>.

This course seeks to advance this framework through: (a) the acquisition of **knowledge** about the development of psychology as an academic discipline, including the ability to critically evaluate how this knowledge is situated within particular sociocultural contexts; (b) the process of reflecting upon how to apply this knowledge in the **service of others**, specifically underserved and marginalized populations; (c) the ability to understand and evaluate specific professional **skills** within a framework of historical precedents; and (d) the identification and consideration of **ethical issues** that may arise in the balancing of a variety of historical perspectives.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. For additional information please use the following hyperlink about [LiveText](#).

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Fairness, and the Belief that All Students Can Learn**. Students in this class will be assessed through the dispositional area of growth in our program namely, **Professionalism**. This competency will be assessed through students' contributions during classroom discussions, reflection papers, and other written assignments. Additionally, this disposition will be assessed through students' reflections on their own multicultural competencies as well as awareness, knowledge, and skills to work with diverse populations in various settings.

You can find the rubrics related to these disposition (Professionalism) in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

Syllabus Addendum Link

www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**.

Reading assignments

Sue, D. W., & Sue, D. (2012). *Counseling the culturally different: Theory and practice*, (6th 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.

Course requirements

All papers must be written according to the American Psychological Association's (APA) Publication Manual. All papers should be submitted online via Sakai.

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 pages 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.

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, 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.

1) Oppression (choose option a or b)

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 (chose option a or b)

- 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. Suggestions for this assignment:

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.

IDEA Objectives Linked to Course Evaluation

- 1) Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- 2) Learning to *apply* course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Tentative Schedule

Date	Topic	Assignment
August 30	Introduction	
September 6	MCT Worldviews	Sue, ch. 1-3
September 13	Oppression, Social Justice	Sue, ch.4, 5 Reflection paper # 1 due
September 20	Immigration, Acculturation	Sue, ch.21 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	
October 18	Gender	Sue, ch.24 Cultural autobiography due
October 25	Sexual Orientation	Sue, ch. 22 Thomas, ch. 15 Reflection paper #5 due
November 1	Racial/Ethnic Identity	Sue, ch.11, 12 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