

CPSY 433-003: MULTICULTURAL COUNSELING

Fall 2016

Loyola University Chicago

Instructor: J. Corey Steele, Ph.D.

Location: School of Comm, Room 010

Day/Time: Tuesdays, 4:15-6:45

Email: jsteel1@luc.edu

Office Hours: By appointment

Required Text and Articles:

Sue, D.W. & Sue, D. (2015). *Counseling the culturally diverse: Theory and practice* (7th ed.).
New York: John Wiley & Sons, Inc.

Course articles as posted on Sakai

Course Description and Objectives

This course is designed to assist students in understanding and valuing diversity so that they can strive towards becoming increasingly culturally competent. Specifically, students will be asked to examine their own cultural background, values, and biases, and the impact of those things on them as professionals. We will explore various cultural groups, examine influences of different cultural assumptions and worldviews, and consider counseling strategies through in-class exercises, videos, discussions, and experiential components.

The primary objectives of this course are:

- (1) to increase students' awareness of their own cultural background, biases, and worldviews
- (2) to increase students' knowledge and understanding of the experiences and histories of various cultural groups within the United States
- (3) to increase students' ability to develop appropriate intervention strategies
- (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 their discipline in a culturally-responsive manner.

IDEA Objectives

1. Learning fundamental principles, generalizations, or theories
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing a clearer understanding of, and commitment to, personal values

IDEA Course Evaluation Link for Students: <http://luc.edu/idea/>

School of Education Conceptual Framework

Social Action Through Education CF: As a professional counselor, higher education professional, school psychologist, or counseling psychologist you can be a vehicle for justice in whatever setting you work. This class is designed to help you consider social justice as a critical aspect of your professional work

CF3: Professionalism in Service of Social Justice

CF4: Skills to work effectively with diverse clients

IDEA Course Evaluation Link for Students: <http://luc.edu/idea/>

Course Requirements

1. Cultural Autobiography Paper (25 points)

You will write a 5-7 page paper describing your cultural identity. The project asks you to consider your racial/ethnic, gender, socioeconomic, and sexual orientation identities and how they have shaped your life experiences. What factors have contributed to the development of your cultural identity? Specifically, how has your identity been influenced by your experiences of oppression, power, and privilege? What values and perspectives of the world around you can you attribute to your cultural identity? Include examples of specific life experiences that you consider relevant. For example, what are your earliest memories of an experience involving race? Gender? Describe the impact of your cultural identity on your ideas/views of therapy.

Grading rubric

1 – 13 points “FAIR/POOR” Did not address topic, 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

***Cultural Autobiography due on October 25**

2. Learning Excursions (5 points each)

You will complete two learning excursions of your own choosing during the semester. The excursions are designed to increase your knowledge of the experiences of others by stepping outside of your personal comfort zone. Chicago is rich in cultural diversity, and you will have the opportunity to explore a culture different from your own. You may choose to attend a religious service, movie/concert, attend a lecture, go to a neighborhood festival, go to a museum, attend a play, explore a neighborhood, etc. It is recommended that you discuss your excursions with the instructor before you "travel". You may collaborate with other classmates on these excursions (although reaction papers are to be submitted individually). After each excursion, you will write a 1-2 page typed reaction paper about your experience for each excursion.

Questions to consider for your reaction paper include the following (but not limited to):

What were your preconceptions about the group?

What was it like to be in the minority during this experience? What feelings did you experience?

What did you learn about this cultural group?

What did you learn about yourself?

Grading Rubric

1 – 2 points “FAIR/POOR”: Does not address each question, minimal self – reflection

3 points “GOOD”: Describes background adequately, self-reflection is somewhat superficial

4 – 5 points “EXCELLENT”: Shows superior insight and self-reflection ability, willingness to be open to self – exploration, clearly written

***Learning Excursion papers are due on October 4 and November 15.**

3. Novel Paper (20 points)

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.

SOE Assessment Rubric

Target: In reaction paper the student moves beyond individual level (micro) interventions and problem identification to 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 reaction paper the student showed 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 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

***Novel Paper due December 6**

4. Group Presentation (25 points)

Student will form groups and sign up a topic related to working with diverse populations. Please select an issue that is particularly relevant for the population that you have selection. For your presentation, please highlight the history of the issue that you have identified and related counseling implications. You should prepare a handout for your peers that includes useful references and resources related to your presentation topic.

Presentation Topics:

Topic 1: Counseling American Indians/Native Americans and Alaska Natives

Topic 2: Counseling Latinas/os

Topic 3: Counseling African Americans

Topic 4: Counseling Asian Americans & Pacific Islanders

Topic 5: Counseling Arab Americans & Muslim Americans

Topic 6: Counseling Jewish Americans

Topic 7: Counseling Women

Topic 8: Counseling Older Adults

Topic 9: Counseling Immigrants and Refugees

Topic 10: Counseling LGBT Individuals

Topic 11: Counseling People with Disabilities

5. Reaction Papers (5 points each)

You will write four reaction papers over the course of the semester. These assignments are similar to journal entries, which should explore the cognitive and affective reactions you experience in response to course reading material, in-class discussions and activities, and assignments. The reaction papers are a place for you to reflect on your internal process during and outside of class. Each paper should be 1-2 pages

Grading Rubric

1 – 2 points “FAIR/POOR”: Minimal self – reflection

3 points “GOOD”: Self-reflection is somewhat superficial

4 – 5 points “EXCELLENT”: Shows superior insight and self-reflection ability, willingness to be open to self – exploration, clearly written

Reaction papers due on September 20, October 18, November 8, and November 29

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. You can access more information on LiveText here: [LiveText](#).

Evaluation

Grades will be distributed according to the following scale and will be based on the course

September 20	The Color of Fear Cont'd Power, Privilege, & Oppression	Chapters 2 &3 Vera & Speight (2003) Reaction Paper #1
September 27	Political & Social Justice Implications Microaggressions	Chapters 4 & 6
October 4	Social Class	Chapter 25 Excursion #1
October 11	No Class: Fall Break	
October 18	Race and Ethnicity Whiteness and Privilege	Chapters 11 & 12 McIntosh (1989) Reaction Paper #2
October 25	Religion and Spirituality	TBA Cultural Autobiography
November 1	Group Presentation Group Presentation	TBA TBA
November 8	Group Presentation	TBA Reaction Paper #3
November 15	Group Presentation	

Group Presentation

TBA
Excursion #2

November 22 No Class

November 29 TBA

Reaction Paper #4

December 6 Wrap - up

Nover Paper

Please note that the course schedule is tentative and subject to change. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

GENERAL POLICIES

Loyola University Chicago/SOE Policies:

<http://luc.edu/education/syllabus-addendum/>

- **Academic Honesty**
- **Accessibility**
- **Conceptual Framework**
- **EthicsLine Reporting Hotline**
- **Electronic Communication Policies and Guidelines**

Diversity

The School Counseling 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.

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.

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. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions 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.