



## COUN 201: Seminar in Multicultural Aspects of Counseling

### Course Description:

This course is designed to familiarize the graduate student in counseling with a set of concepts and ideas regarding the challenging fields of counseling and therapy with American minority, immigrant, and/or refugee groups. Familiarity with counseling theories and techniques is advantageous, as is familiarity with minority, immigrant, and/or refugee groups through coursework and/or real life or work experiences. Theories and methods of interpersonal communication across psycho-cultural, social, class, gender, language and other related demographic dimensions will be presented and explored as will current research methods, findings, and their implications, both theoretical and applied.

### California State University, Fresno

Course Information: Seminar/practicum

Credit Units: 3

Time: Monday 4-7

Location: ED 181

Instructor Name: Claire Sham Choy Ed.D.

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*and by appt.*

### Prerequisites:

COUN 174

### School's Theme, Vision and Mission

Theme: —**Making a Difference in a Diverse Society: Leadership for a New Millennium.**”

Vision: The School of Education and Human Development is committed to developing the knowledge, skills and values for education leadership in a changing, diverse and technologically complex society.

Mission: The Mission of the School of Education and Human Development is to educate students to become teachers, administrators, counselors, and educational specialists to provide for the educational needs of children and adults, with special attention to diversity and equity.

## Philosophical Model and Knowledge Base

This course is a prerequisite for the graduate programs in Counselor Education. The course introduces students to the school theme by focusing on the foundation skills and concepts of counseling and their relevance to client group diversity. The model presented is that of the reflective, collaborative counselor and professional leader, one who is sensitive to the subjective reality of clients and who works with families, schools and communities to achieve individual, family, and community counseling goals. The course addresses the strengths and limitations of counseling theories and practices as they apply to diverse populations, including those with disabilities and different life-style orientations.

## Course Objectives

This course is designed to help students learn the process for becoming culturally competent and for unlearning cultural encapsulation. Discussion and assignments are designed to systematically develop the counseling student's knowledge, skills, and attitudes, which will enhance cross-cultural communication responsiveness and counseling abilities. In this light the following objectives are to be kept in mind:

1. **Become aware of your own cultural values, biases and ethnic identity.** The graduate student will explore personal attitudes, values and behaviors, as well as explore his/her own racial/cultural identity with respect to the culturally different client
2. **Gather information and gain social/historical understanding regarding a selected non-mainstream, socio-cultural population in the United States.** The graduate student will gain knowledge of the varied social and psychological experiences of selected minority, immigrant and recent refugee groups in the United States of America.
3. **Apply counseling /psychological theory and data to cross cultural communication.** The graduate student will identify significant communication and relationship patterns that can impede or enhance the cross-cultural counseling interaction process.
4. **Review current literature** on methods and outcome studies in cross-cultural counseling and therapy
5. **Identify** strategies for implementing culturally responsive counseling and therapeutic practices.
6. **Identify ethical issues** relevant to counseling the culturally different

## Relevant Learning Outcomes

Upon successful completion students are expected to demonstrate:

1. Ability to apply multicultural counseling theory and research to their practice with students, children and families in school, community college, university, public/private agencies as well as other educational and social service settings
2. Ability to implement culturally responsive strategies when counseling, consulting with, or advising students children and families in school, community college, university, public/private agencies as well as other settings

## Required Readings

Sue, D.W. & Sue, D. (2008): *Counseling the culturally different: Theory and practice*, (5th.ed.). New York: John Wiley & Sons, Inc.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, D.C: Author.

Other readings to enhance the course content will be shared

## Instructional Mode

Format for presentation of material will include lectures, vignettes, small and large group discussion, guest speakers and experiential activities.

## Course Requirements

### d. Two Quizzes

**Quiz 1 – chapters 1-5 (15 points)**

**Quiz 2 – chapters 6-10 (15 points)**

- a. Each quiz will consist of 25 multiple choice and short-answer questions
- b. Quizzes will be given online and will be available for one week

### e. Major Paper - Immersion/Emersion Project (35 points)

**This is a three part assignment to be done with a classmate:**

#### **Part 1: Data Collection and Analysis Summary (15 points)**

Pair with another student. Bi-weekly for one hour, both of you will meet with this person and get to know him/her. **This person is not a client but someone whose cultural background you are getting to know.**

#### Content of paper

Develop a set of interview questions using the following as a guide:

#### ***Background of client***

1. Discuss the background of your informant.
2. Compare and contrast your own background with that of your informant.
3. Discuss two new things you learned from your informant.

4. Discuss two challenges you faced at all stages of your interaction with your informant (e.g. contacting your informant, miscommunication, etc.)

### ***Application of theories***

5. Apply theories addressed in class including those related to your specific client to what you learnt about your informant. Specifically, ask about the following: (a) affective and conceptual; (b) political; (c) identity development.

### ***Relevant Counseling practice***

6. Elaborate on the skills and resources a counselor might need to communicate effectively with someone of a background similar to that of your informant.
7. Discuss ways in which a counselor can acquire the knowledge and skills to improve communication with persons of a background similar to that of your informant. Specifically, incorporate practice focusing on the following: (a) practice of multicultural counseling/therapy (b) social justice counseling /therapy

## **Part 2 Treatment Intervention (15 points)**

Choose a mental health issue related to the experiences of clients of a similar background to your interviewee. This issue should address school counseling, rehabilitation counseling, or marriage and family concerns depending on your program specialization. Develop a treatment intervention based on the healthy aspects of your client's cultural background.

Guidelines for this intervention are at the end of this handout

## **Part 3 Resource List (APA style) (5 points)**

In addition to the treatment plan, provide a list of resources that will be helpful in understanding the experiences of the person you interviewed.

This list *should* include the following:

Literature (books, journals, magazines, newsletters, poems, short stories)

Personnel/organizations (churches, agencies, individuals)

Audio-visual (films, videos, music)

Electronic sites

Non-electronic sites (museums)

### **Format**

APA style

Must be typed (Times New Roman or Arial, font size 12), double-spaced, 1.5 inch margins and edited for grammar and spelling.

8 pages (including references)

Please use headings listed above. Paragraphs should be well developed. Poor grammar, sentence structure and spelling will lower your grade.

f. **Presentation (10 points)**

g. **Final exam (25 points)**

- a. This exam will consist of 50 multiple choice and short-answer questions
- b. It will be online and available during finals week (Dec 11-16)

<u>Evaluation</u>	<u>Pts</u>
a. Quiz (chapters 1-5).....	15
b. Quiz (chapters 6-10).....	15
c. Major Paper - Immersion/Emersion Project.....	35
d. Presentation.....	10
e. Final Exam (chapters 11-26).....	25
	Total...100

**Policies**

**Attendance and Participation**

Regular attendance and participation are expected. Attendance will be recorded at the beginning of each class. **Late arrivals will be recorded as absent.** If you arrive late it is your responsibility to inform the instructor at the end of class of your presence. Please contact me if you need to miss a session. If you fall behind in your studies or find that you are not doing as well as you expect on your assignments on any other aspect of your coursework, **please feel free** to talk with me.

**Late Assignments**

Assignments are due at the beginning of class. Late papers will automatically have the final score reduced by 5 points for each day that the assignment is late. **No assignments will be accepted four days after the due date unless** the instructor has been **informed in advance** of extenuating circumstances that may require assignments to be late.

**Grading Policy**

The university criteria, as outlined in the University Catalog, (pp.75-76) will be followed. Assignments will be graded according to the following scale:

<u>Grade</u>	<u>Criteria</u>
A=90-100%	→Excellent. Performance of the student has demonstrated the highest level of competence, showing sustained superiority in meeting all stated objectives and responsibilities, and exhibiting a very high degree of intellectual initiative.” <i>In addition, writing is free of technical and stylistic errors.</i>
B=80-89%	→Very Good. Performance of the students has demonstrated a high

	level of competence, showing sustained superiority in meeting all stated course objectives and responsibilities and exhibiting a high degree of intellectual initiative.” <i>In addition, there are some technical and stylistic errors and/or organizational problems.</i>
C=70-79%	–Satisfactory. Performance of the student has demonstrated a satisfactory level of competence, showing an adequate level of understanding of course objectives, responsibilities, and comprehension of course content.” <i>In addition, there are a number of difficulties with technical, stylistic errors and/or organizational problems.</i>
D=60-69%	–Unsatisfactory. Performance of the student has been unsatisfactory, showing inadequacy in meeting basic course objectives, responsibilities, and comprehension of course content.” <i>In addition, there are serious difficulties with technical and stylistic errors and/or organizational problems.</i>
F=below 60%	Fails to meet course objectives. Work at this level does not meet requirements for credit.

Papers will be evaluated according to content, effort, accuracy, and timeliness.

### **Policy on the use of Electronic Devices in the Classroom**

Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the program has adopted guidelines for appropriate use of electronic devices within the classroom. **Cell Phones:** Students must put cell phones on –silent mode” upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers:** While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited. **iPods, MP3 players, etc.:** The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the **University Policy on Disruptive Classroom Behavior** and will be subject to disciplinary action.

### **University Policies**

Please click on the link and read very carefully

<http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements.doc>

Tentative Schedule of Classes

**This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.**

Week	Date	Topic	Chapter Readings	Assignments
1	8/24	Course Orientation, Syllabus The multicultural journey to cultural competence: Personal Narratives	1	
2	8/31	The Superordinate Nature of Multicultural Counseling and Psychotherapy	2	
3	9/7	LABOR DAY		
4	9/14	The Politics of Counseling and Psychotherapy Ethical guidelines in multicultural counseling	3	ACA Code of Ethics (B1; E5b; E5c; E6a; E6c; E8; F2b; F6b; F11a, b, c; G1g
5	9/21	Sociopolitical Considerations of Trust and Mistrust	4	
6	9/28	Racial, Gender and Sexual Orientation Micro-aggressions: Implications for Counseling and Psychotherapy	5	
7	10/5	Barriers to Effective Multicultural Counseling/ Therapy	6	<b>Quiz – Chaps. 1-5 (15%)</b>
8	10/12	Culturally Appropriate Intervention Strategies; Ethical considerations	7	
9	10/19	Multicultural Family Counseling and Therapy	8	
10	10/26	Non-Western and Indigenous Methods of Healing	9	
11	11/2	Racial/Cultural Identity Development: Therapeutic Implications	10	
12	11/9	White Racial Identity Development: Therapeutic Implications	11	<b>Quiz – Chaps. 6-10 (15%)</b>
13	11/16	Social Justice Counseling/Therapy	12	
14	11/23	Minority Group Therapists: Working with Majority and other Minority clients	13	
15	11/30	Counseling and Therapy with Racial/Ethnic Minority Group Populations	14-26	<b>Major Paper - Immersion/Emersion Project (35%) Due today</b> <b>Group Presentation (10%)</b>
16	12/7 (last class)	Counseling and Therapy with Racial/Ethnic Minority Group Populations	14-26	<b>Group Presentation (10%)</b>
17	12/14	Final Exam Week		<b>Exam – Chaps 11-26 (25%)</b>

TOPIC PRESENTATION \_\_\_\_\_

NAMES OF PRESENTERS \_\_\_\_\_  
\_\_\_\_\_

DATE \_\_\_\_\_

INTRODUCTION (Was there an effort to arouse interest? Was the outline helpful?)	Not at all				Very
	1	2	3	4	5

PURPOSE (Was the purpose of the topic clearly stated? What do you want students to learn from your presentation?)	1	2	3	4	5
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CONTENT (Was it substantial, well structured? Was there <u>evidence of research to support</u> claims made?)	1	2	3	4	5
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CONCLUSIONS (Were presenters' <u>responses to</u> <u>questions</u> helpful? Did they provide a <u>brief</u> <u>summary</u> of their presentation?)	1	2	3	4	5
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VISUAL AND OTHER AIDS (Did presenters use aids to make material appealing and interesting? Were these materials relevant to the topic?)	1	2	3	4	5
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Other Suggestions for Improving Future Presentations

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\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Evaluator (optional)



## Guidelines for Treatment Intervention

- Choose a mental health or adjustment concern of a person from a background similar to the person whom you interviewed

- Briefly describe **the client and the concern**

- Develop a brief **Treatment Plan (4-5 sessions)** and include the following:

### Establishing the relationship

- How would you proceed to **establish a relationship**?

### Assessment and Rationale

- What **kind of assessment techniques** (standardized and/or non-standardized) would you use to acquire information about the client
- Provide a **rationale for use of these assessment techniques**. Relate rationale to the identified problem/s.
- What specific information would **you want** to collect?

### Treatment techniques

- Based on this information, which **treatment technique/s** would you use?
- Give a **detailed account** of this/these techniques.
  - Day 1
  - Day 2
  - Day 3
  - Day 4
  - Day 5

### Goals and outcomes for counseling

- State your **goals for counseling**.
- In the brief time that you have with the client, state the **behavior changes** you expect to see.

### Preparing client and Procedures

- How would you **prepare the client** for this intervention?

### Problems anticipated and Solutions

- What are some **problems you anticipate** in the course of the treatment?
- How would you **address these problems**?

### Termination and follow-up

- How would you **prepare the client for termination** of counseling?
- How do you plan to **follow up** with your client?

## 2009 CACREP Standards relevant to multicultural counseling

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
  - a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
  - b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
  - c. theories of multicultural counseling, identity development, and social justice;
  - individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
  - e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
  - f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.