

Multicultural Counseling
COUN 607
Fall 2011

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Office Hours:
By Appointment

“There are times when you must speak, not because you are going to change the other person, but because if you don't speak, they have changed you.” –Mary Quinn

Course Description:

Multiculturalism is both an intellectual movement and an ethical imperative within the counseling and psychology fields. This course provides an introduction to multicultural knowledge, skills and awareness that will support your work with clients. Through activities, discussion, reading and media, you will be exposed to both the theoretical movements in multiculturalism, develop skills for working with clients who differ from you. You will also explore your own values, beliefs and cultural identity and make connections to how these aspects of your personhood influence your relationship and intervention with clients.

Course Objectives:

In this course students will:

- become aware of their own cultural values and biases;
- explore the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
- apply counseling theory, to cross-cultural interaction;
- identify significant communication and relationship patterns that can impede or enhance the cross-cultural counseling process;
- learn to recognize the manifestation of the Euro-American world-view in American society, and explore the world-views of non-European cultural groups;
- review current literature on methods and outcome studies in cross-cultural counseling;
- identify strategies for implementing culturally responsive counseling practices with individuals, couples, families, groups and in the community;
- identify ethical and legal issues relevant to multicultural counseling;
- practice effective cross-cultural counseling skills;
- explore multicultural and pluralist trends, including characteristics and concerns between and within diverse groups nationally and internationally;
- examine attitudes, beliefs, understanding, and acculturative experiences;
- understand mental health practitioners' roles in social justice, advocacy and conflict resolution.

Required Text:

Pederson, P. B., Draguns, J.G., Lonner, W. J. Trimble, J.E. (2008) Counseling Across Cultures. Thousand Oaks, CA: Sage Publications.

Newman, D. M., (2007). Identities and Inequalities: Exploring the Intersections of Race, Class, Gender and Sexuality. Boston; McGraw Hill.

Additional readings as assigned

Required Materials:

1 CD and 1 DVD.

Courageous Conversation within a Community of Respect:

Multicultural competence is built on personal awareness. Gaining awareness of our own cultural lenses (and how they influence what we see and how we respond) requires that each of us step outside our typical ways of understanding the world and the people in it. Often this can be more challenging than we first imagine. It is important that the classroom environment be one of respect and of honesty. Though it is not necessary for all of us to agree with one another on every topic, it *is* important that we are able to share our differing perspectives, first so that others can learn from our ideas and second so that we can learn from others.

Confidentiality:

As a courtesy to one another and to add to the atmosphere of respect, students are asked to keep their peers' comments, opinions, and personal experiences in confidence.

Course Evaluation:

Multicultural Competencies are broken down into three primary categories: awareness, knowledge, and skill. In this course, you will be asked to demonstrate growing competency in each of the three areas.

Awareness (3): You have three opportunities to demonstrate your growing multicultural awareness: a class journal, a personal cultural exploration, and a final reflective activity.

Journaling: you are asked to “free write” in response to some aspect of the content of the day’s class or something compelling, happening outside of class related to the course and its content. Your completed journal should contain a response for each class session, but you are welcome to write more. Journal entries are evaluated on the level of thought and thoroughness that goes into each entry and not on the content, positions or opinions contained within.

Personal Cultural exploration: The personal cultural exploration is an identity development project. This project should represent a creative exploration of intersections of your identity (ethnicity, gender, ability status, spirituality, and so on.) This might include original art, a photo or video journal, a piece of original music, or other creative project that illustrates who you are across multiple aspects of your identity. We will share these creations on **12/14**. Please check in with me with your plan for this activity if you are unsure if your project is appropriate.

Final reflective activity: You will have an opportunity to reflect on your experience and any ways that your thoughts or feelings have changed regarding race, class, culture, gender and systems of privilege and their roles in the counseling relationship. The activity begins with a taped response to an interview protocol, provided. You will turn this tape in to me and it will be returned to you on **11/09**. Your final reflective activity will be to listen to your tape and reflect on the answers you gave at the opening of the semester.

Knowledge (3): You will have three opportunities to demonstrate your growing knowledge of multiculturalism in the counseling field: an article review, and a classroom presentation, and your midterm exam.

Book Group Discussion: You will be asked to read a book written by someone from an author different from yourself in culture, sexuality, spirituality, etc. You will find a list of recommended reading for book review from the list provided in this syllabus or you may select a work of your own choice. Our class will break into groups for book groups in which students can discuss their books together in small groups. You will be asked to **write a page to a page and a half** describing what you took away from your book and how your understanding grew in your book group discussion.

Article/Book Review: You may read a second book by an author different from yourself and write a 3-5 page review, or you may choose to review an article from a peer-reviewed journal, either quantitative or qualitative, that pertains to some aspect of multicultural counseling or assessment. You will need to summarize the article and its implications for the field as well as its strengths and weaknesses of the article. This review should be 3-5 pages in length (body of the text, 12 font, double spaced) using APA format. I strongly encourage you to find an article that matches your intervention or research interests.

Classroom Roundtables. Classroom roundtables are comprised of 6 groups of 3 or 4 participants. Roundtable presentations should cover a topic related to multiculturalism and be of approximately 30 minutes in length. Information in the presentation should *expand upon* a topic discussed in class or *introduce a topic not explored*. Handouts should be provided. Presentations will be scheduled **9/07**. **Please check in with me about your topic and its scope.**

Course Evaluation (con.)

Skill (2): You will have an opportunity to demonstrate your budding skills through two assignments: a) session tape and discussion and a b) a written treatment intervention plan.

Session and analysis: this brief reflection, 2-3 pages, is an analysis of your taped cross-cultural counseling session. Your grade on this assignment will be based on your ability to apply what you have learned within the counseling setting.

Written Treatment Intervention: in this assignment you will examine the primary concern in your session and re-imagine it if your client was a member of a cultural group different that the person on your tape. You will be assigned a “difference” and asked to make appropriate assessment and intervention recommendations and to explain why you are making the treatment decisions you propose.

Grading Rubric:

Classroom participation:	60	Article/Book Review:	90
Journaling:	100	Book Group:	50
Cultural Exploration:	100	Session Tape:	50
Final reflective Activity:	100	Treatment Intervention	50

Point Break-down:

A= 540-600

B+= 510-539

B= 480-509

C=420-479

Your notes:

Class Schedule

Date	Topic
8/31	Introduction to the Class
9/07	Race and Racism/Privilege and Oppression Readings: <i>Newman Chapters 1, 2 & 3</i> Scheduling Round Tables Today
9/14	Poverty & Social Class in America Readings: <i>Newman Chapter 6 & 8</i>
9/21	Gender & Sexuality Readings: <i>Newman Chapters 4 & 5</i> <i>Pederson, et al. Chapter 11 & 12</i> Please listen to “ <i>Sissies: a story of gender in 4 acts</i> ” (I will send the link) Journal Due Today
9/28	Asian Americans Readings: <i>Pederson et al. Chapter 7</i> Wear snug fitting shoes today-avoid flip-flops and heels or sandals; Cultural Explorations <u>concept</u> due today Round Tables 1 & 2
10/05	Latino/a Americans & First Nations Peoples Readings: <i>Pederson et al. Chapters 6 & 8</i>
10/12	African Americans & Bi-cultural/Racial Clients Readings: <i>Pederson et al. Chapter 10</i> <i>Reading Provided</i> Book/Article Reflection Due

- 10/19 **Spirituality**
 Readings:
 Readings provided
 Round Tables 3 & 4
 Journal Due Today
- 10/26 **Thanksgiving Holiday**
- 11/02 **Book Group/Round Tables 5 & 6**
- 11/09 **Counseling Dyads**
 Be prepared to record your sessions
- 11/16 **Student Choice:**
 Final Reflective Activity Returned to you
 Counseling Dyad Write-up due today
 Journal Due Today
- 11/23 **Thanksgiving Holiday**
- 12/07 **Advocacy in the profession**
 Final Reflection Activity Write-up Due Today
 Readings:
 Newman Chapters 7 & 9
- 12/14 ***Integration: A Celebration***

This Schedule is Subject to Change

Recommended Readings for Book Review and Discussion:

You are welcome to select any work of fiction or non-fiction written by an author different from yourself. The only constraints are these: 1) please do not select a book that you have already read before, and 2) I am trusting that you will not select a book that has been made into a movie that you have already seen, 3) you will not watch the movie rather than read the book, and 4) that you understand that some of the books may have material that is offensive to you, such as *Swish*, which has sexually explicit passages. Please choose your book carefully. Reading books that offend are offensive to you or that contradict your own values and beliefs can be a valuable experience, but this may not be an experience you want to have.

Fiction:

Delany, S. & Delany, E., (1993). *Having our say: The Delany sisters' first 100 years*. NY: Kodansha Press.

Eugenides, J. (2007). *Middlesex: A novel*. NY: Picador.

Hurston, Z. N. *Their eyes were watching God*.

Morrison, T. (1977). *Song of Solomon*. NY: Knopf.

Senna, D. (1998). *Caucasia*. NY: Riverhead Books.

Smith, Z. (2001). *White teeth*. NY: Vintage Press.

Non-Fiction:

Achebe, C. (1994). *Things fall apart*. Boston, MA: Anchor.

Armstrong, K. (2000). *Islam: A short history*. London: Orion Press.

Chodron, P. (1997). *When things fall apart: Heart advice or difficult times*. Boston, MA: Shambala Press.

Derfner, J. (2008). *Swish: My quest to become the gayest man ever and what ended up happening instead*. NY: Broadway Books.

Ehrenreich, B. (2008). *Nickel and dimed: On (not) getting by in America*. NY: Holt Paperbacks.

Jackson, J. L. (2008). *Racial paranoia: The unintended consequences of political correctness*. NY: Citivas Books.

Jones, C. & Shorter-Gooden (2003). *Shifting: The double lives of Black women in America*. NY: Perennial Books.

- Kozol, J. (2005). *The shame of a nation: The restoration of apartheid schooling in America*. NY: Three River Press.
- Nafisi, A. (2008). *Reading Lolita in Tehran*. NY: Random House Press.
- Ondaatje, M. (). *Running in the family*. NY: Vintage Books.
- Shipler, D. K. (?). *Arab and Jew: Wounded spirits in a promised land*. NY: Vintage Books.
- Shipler, D. K. (2004). *The working poor: Invisible in America*. NY: Vintage Press.
- Walker, R. (2001). *Black, White and Jewish: An autobiography of a shifting self*. NY: Riverhead Books.
- Wise, T. (2008). *White like me: Reflections on race from a privileged son*. Brooklyn, NY: Soft Skull Press.
- *Yoshino, K. (2007). *Covering: The hidden assault on our civil rights*. NY: Random House Press.

Good Books for Your Own Reading

- Bulgakov, M. (1996). *Master and margarita*. NY: Vintage Press.
- Esquavel, L. (1994) *Like Water for chocolate: A novel in monthly installments with recipes and home remedies*. NY: Anchor Books.
- Foer, J. S. (2003). *Everything is illuminated*. NY: Harper Perrenial.
- Kushner, L. (2006). *Kabbalah: A love story*. NY: Broadway Books.
- Luhiri, J. (2003). *Namesake*. NY: Mariner Books.
- Marquez, G. G. (2003). *A hundred years of solitude*. NY: Harper Books.
- Mirukami, H. (2006). *Kafka on the shore*. NY: Vintage Press.
- Roy, A. (1997). *God of small things*. NY: Random House.
- Tan, A. (1995). *A hundred secret senses*. NY: Putnam Publishing.
- Wynd, O. (1990). *The ginger tree*. NY: Paperback Press.