

## **UW-Superior Course Syllabus**

**COURSE:** COUNSELING AMERICAN INDIANS - FNS 481/680  
CPP 490/681

Semester: Fall 2005  
Room: Erlanson 203

**INSTRUCTOR:** Assistant Professor CHIP BEAL  
(E-Mail ABEAL@staff.uwsuper.edu)  
Main 230, Phone: 394-8297  
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**OFFICE HOURS:** Tuesdays: 9 to 10:00 and 1:30 to 2:30 Thursdays from  
10 to 11:30 and 1:30 to 4:30  
Other times available upon request. Please call to make an  
appointment).

**COURSE DESCRIPTION:** This course will focus upon cross-cultural counseling strategies in working with American Indian clients. It will provide students with an overview of the theoretical and practical background needed to deal with problems relating to American Indian clients. It will focus on both individual and group counseling techniques. It will focus on interpersonal skills training to be used with American Indians in various settings. It is designed for counselors already working in the field, current graduate counseling students, school psychology students, and junior/senior level undergraduate students majoring in a help related field. It will also be helpful for any professional who deals with American Indians on a regular basis.

**GOAL: To help individuals in the helping professions to have a better understanding of the culture and special needs of American Indians.**

**OBJECTIVES:**

- I. To increase students' knowledge of the issues and concerns of American Indians.
- II. To increase students' sensitivity to the role of culture in counseling settings.
- III. To examine Indian culture in relation to person development.

- IV. To examine the reservation setting, urban American Indian community setting, and school setting to gain insight into the world of the American Indian client/student.
- V. To examine techniques and theoretical concepts as they relate to counseling with an American Indian client.
- VI. To explore traditional American Indian Healing methods as they relate to mental health.

**REQUIRED**

**TEXT:**

Counseling the Culturally Diverse, Theory and Practice. 4<sup>th</sup> edition, by Sue.

Native American Post Colonial Psychology by Duran and Duran

**PROCEDURE:**

This course will be taught by lecture, discussion of case histories, cultural experience and guided practice.

The cultural experience component will be highlighted with a weekly "Talking Circle". The purpose of this component is for each student to experience an American Indian cultural tradition and be able to see how the use of the "Talking Circle" in combination with group counseling techniques, will be of benefit to counselors with a significant number of American Indian clients.

**CLASS REQUIREMENTS:**

**Counseling Plan:**

**Undergraduate students:** Students will do a small group project. Each group will develop a strategic counseling plan and present it to the class (30 minutes). It will be a paper (approximately 6 - 10 pages) that focuses on counseling strategies and implications involved in a specific incident with supportive references. The paper will consist of eight components: 1. Identification of the situation; 2. description of your approach to the presenting problem; 3. identification of key individuals involved; 4. description of potential underlying considerations; 5. identification of resources; 6. discussion of limitations and/or weaknesses; 7. delineation of potential outcomes; and 8. follow up considerations.

Students will also be required to co-facilitate one talking circle session outside of class with another student and write a summary of the experience.

**Graduate Students:** Graduate students will do above project and presentation as an individual project. Graduate students will also be required to practice techniques learned in class on voluntary individuals. A tape of a practiced counseling session, either talking circle or individual session will be submitted for review.

**NOTE: PAPERS ARE TO BE PRESENTED IN APA FORMAT**

**Final Exam:** There will be a take home final exam in which a case study will be presented. Students will then choose the methods and plan a five session counseling strategy using the information in the case study.

**Reading Assignments:** Students will read each chapter prior to coming to the class in which the material is covered. Journal Articles with an asterisk listed in the reading list at the end of this syllabus are in the library. Students will be required to read these articles along with the book, "Native American Post Colonial Psychology" by Duran. Students are to pick a total of seven outside reading assignments (Each chapter of the Duran book and each journal article will be considered an outside reading assignment) to write a short synopsis on each. These will be due in their entirety on or before the tenth class meeting.

**EVALUATION:**

1. Take Home Exam 20%
2. Group Presentation 20%
3. Individual/Group Counseling Plan 20%
4. Journal article reading assignments 20%
5. Class attendance and participation 20%

**Accommodation of Religious Beliefs:** All examinations and other academic requirements shall be scheduled with a consideration to accommodate any sincerely held religious beliefs.

**Students with disabilities:** Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the instructor at the start of the semester. Adaptations of methods, materials or testing may be made as required to provide for equitable participation.

**READING LIST**

Atkinson, D. R., Morton, G. and Sue, D. W. (1983). Counseling American Minorities: A Cross Cultural Perspective, 4th ed. Madison, WI: Brown and Benchmark.

Attneave, C. (1982). American Indians and Alaska Native Families: Imigrants in Their Own Homeland. In M. McGoldrick, et al. Ethnicity and Family Therapy, 55-83. New York: Guilford Press.

Ayres, M. E. (1977). Counseling the American Indians. Occupational Outlook Quarterly, 21(1):22-29.

Beck, P.V. and Walters, A. L. (1977). The Sacred: Ways of Knowledge, Sources of Life. Tsaile, AZ: Navajo Community College Press.

Berry, J., Trimble, J., and Olmedo, E. (1986). Assessment of Acculturation. In W. Lonner and J. Berry (eds.) Field methods in cross cultural research, 291-324. Beverly Hills: Sage Publications.

\*Bransford, J. (1982). To be or not to be: Counseling with American Indian clients. Journal of American Indian Education, 23, 24-31.

\*Bennet, S. and Bigfoot-Sipes, S. (1991). American Indian and White Student Preferences for Counselor Characteristics. Journal of Counseling Psychology, 38(4), 440-445.

\*Falk, D. R. and Aitken, L. P. (1984). Promoting retention among American Indian college students. Journal of American Indian Education, 23, 24-31.

\*Goodtracks, J.G. (1973). Native American noninterference. Social Work, 18, 30-34.

\*Heninrich, R., Corbine, J., and Thomas, K. (1990). Counseling Native Americans. Journal of Counseling and Development, 69(2), 128-133.

Lefley, H.P. and Pedersen. P. B. (eds). (1986). Cross-cultural Training for Mental Health Professionals. Springfield, IL: Charles C. Thomas.

\*Littrell, J. M., and Littrell, M. A. (1982). American Indian and Caucasian students' preferences for counselors: Effects of counselor dress and sex. Journal of Counseling Psychology, 29, 48-57.

Lockhart, B. (1981). Historic Distrust and the Counseling of American Indian and Alaska Natives. White Cloud Journal of American Indian and Alaska Native Mental Health, 2(3), 31-34.

Orlandi, M., Weston, R. & Epstein, L.G. (1992). Cultural competence for evaluators: a guide for alcohol and other drug abuse prevention practitioners working with ethnic/racial communities. Washington, DC: Effective Counseling Strategies. Office for Substance Abuse Prevention, Division of Community Prevention and Training/Department of Health and Human Services.

Pepper, F and Hanery, S.(1991). An Indian Perspective of Self-Esteem. Canadian Journal of Education, 18(2), 145-160.

\*Schinke, S., Voxvin, G., Trimble, J., Orlandi, M., Gilchrist, L., and Locklear, V. (1988). Preventing Substance Abuse Among American Indian Adolescents: A Bicultural Competence Skills approach. Journal of Counseling and Development, 35(1), 87-89.

Sue, D. (1981). Counseling the Culturally Different: theory and practice. New York: Wiley.

\*Thomason, T. (1991) Counseling Native Americans: An introduction for non-Native American counselors. Journal of Counseling and Development, 69(4), 321-327.

Trimble, J.E. (1976) American Indian students in a counseling situation. In P. B. Pederson, et al. (eds.) Counseling Across Cultures, 1st Edition. 65-81 Honolulu, HA: University of Hawaii Press.

Trimble, J. E. (1981). Value differentials in counseling American Indians. In P. B. Pedersen, et al. (eds.) Counseling Accross Cultures, Revised Edition. 203-226. Honolulu, HA: University of Hawaii Press.

Trimble, J. E. and LaFromboise, T. (1987). American Indians and the counseling Process: Culture, Adaptation, and Style. In P. Pedersen (Ed.) Handbook of Cross-Cultural Counseling and Therapy, 127-133. New York: Praeger.

Trimble, J. E. and Fleming, C. M. (1989). Providing Counseling Services for Native American Indians: Client, Counselor, and Community Characteristics. In P. B. Pedersen, et al. (eds.) Counseling Across Cultures, 177-204. Honolulu, HA: