

**University of Wisconsin-Superior
Department of Counseling Professions**

**COUN 738 Multicultural Counseling
Summer 2008
Monday-Thursday 3:00-7:00 p.m.
(3 Credit Hours)**

General Information

Instructor: Dr. Tracy M. Fabian

Classroom : **McCaskill Hall Room 130**

Office: 111-F McCaskill Hall

Office Phone: 394-8150

Office Hours: *Tuesdays 1-3 p.m.*

Email: *tfabian@uwsuper.edu*

Course Prerequisites

None

Course Description: In this class students will conduct an in depth self analysis regarding the manners in which counselor and client values, perceptions, attitudes, acculturative experiences, and communication styles impact the counseling process. You will be encouraged to conduct an in depth cultural self-analysis regarding the issues that you have inherited from your own culture as it relates to helping multicultural clients. Furthermore, you will learn theories, skills, and cross cultural counseling strategies necessary in working with ethnically and culturally diverse clients. The cross cultural counseling strategies will include both group and individual techniques. You will be encouraged to examine any ethical and legal considerations inherent in the counseling process in regards to clients from a diversity of backgrounds.

Course Objectives: Upon completion of the course, students will be able to demonstrate an understanding of the following areas:

1. Knowledge of their own cultural background and experiences and how they have influenced their attitudes, values, and biases about psychological processes.
2. Knowledge of professional, ethical and legal standards so that students will be able to contrast these beliefs with those of their culturally diverse clients in a nonjudgmental fashion.

3. Knowledge regarding how oppression, discrimination, and stereotyping impacts them personally, professionally, and institutionally.
4. Knowledge and information about particular groups and the ability to discuss life experiences, cultural heritage, family systems, and historical background of identified culturally diverse clients.
5. Knowledge related to the impact of culture on psychological processes such as personality formation, vocational choices, psychological disorders and help seeking behaviors.
6. Knowledge related to how culturally different clients' religious and/or spiritual beliefs and values, including attributions and taboos, affect worldview, psychosocial functioning, and expressions of distress.
7. Knowledge about verbal and non-verbal communication style differences, how their style may clash with or foster the counseling process with persons different from themselves.
8. Knowledge about sociopolitical and economic influences that may impact the counseling process.
9. Knowledge related to recent research regarding multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally
10. Knowledge related to assessment and testing instruments and demonstrated ability to appropriately use them with diverse clients.
11. Knowledge about how to advocate at institutional and community levels on behalf of their culturally diverse clients.

Required Text:

Sue, D. W. & Sue, D. (2003). *Counseling the Culturally Diverse: Theory and Practice*. New York: NY; John Wiley and Sons, Inc.

Other Required Readings:

Students will be required to purchase, read, and discuss the novel noted below and relate it to acculturative experiences. Further guidelines will be discussed.

.Dorris, M. (2003). *A Yellow Raft in Blue Water*, New York, NY; Picador

Students will also be provided with supplemental readings in class.

Method of Instruction: Class sessions will include didactic presentations, discussion of the materials from videos, the text and supplemental readings, exchange of viewpoints between all class participants, in-class experiential activities designed to aid in self-awareness and in class presentations by individuals with experience in the field of multicultural related issues.

Learning Assignments and Criteria for Grading Student Performance:

Book Report/Book Discussion Group (50 pts.)

You will read the supplemental book and participate in the discussion of the book with your classmates. This discussion will take place on line under the D2L site. Each student will participate in the book discussion group for a minimum of *two original facilitations and two response posts per week for two weeks*. Each day a different discussion topic will be listed for the day. You will produce and submit a written report related to this activity.

Examination (75 pts.)

Each student will complete 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. Students will write from a future/past perspective and identify and address all cultural implications. Details will be given in class before the exam.

Research Article Presentations (50 pts.)

Each student will select an issue related to multicultural counseling and find five journal articles dealing with this issue. Students will be required to present an oral integrative synopsis on the articles to share with their classmates. A handout should be produced for your classmates that will be distributed at the time of your presentation.

Classroom Discussion Boards (30 pts.)

Each student will participate in their classroom discussion groups for a minimum of *two original and one response post per week for three weeks*. Each day a different discussion topic will be listed. Please refer to the Handout related to On Line Discussion Boards. You will full points for posting to the discussion board in a manner that illustrates you are seriously integrating and contemplating all of the material that you have learned thus far.

Service Learning Project (50 pts.)

Each student will select a “multiculturally diverse environment” placement in which they will complete 10 hours of volunteer work. Each student will then write a response journal entry that speaks about how their values may have collided with, interacted with and/or were compromised during this placement. You will need to keep a log of your hours and have the individual supervisor of your placement sign a contract that states you have completed the hours successfully along with their phone number. If you do not turn in this log your project will be viewed as incomplete and you will not receive a grade. Please use your genogram when participating in your service project and in writing the journal as well as the information that we discuss in class. A successful journal entry is one that has integrated self knowledge in relation to several cultural concepts discussed in class.

Cultural Genogram (25 pts.)

Each student will create a cultural family genogram. More extensive guidelines will be provided on the first day of class.

Grading System

Students will be assigned letter grades based upon the following criteria:

<u>Total Points</u>	<u>Letter Grade</u>
251-280 (90-100%)	A
224-250 (80-89%)	B
196-223 (70-79%)	C
168-195 (60-69%)	D
Below 168	F

Guiding Class Schedule

There most likely will be modifications as the semester progresses

Dates	Scheduled Activities	Readings	Assignments	Assignment Due Dates
06/09/08	Introductions; Module A: Concepts of Multicultural Counseling; Political Dimensions of Multicultural Counseling; Film-CRASH	Textbook Chapters 1-3 Multicultural Counseling Competencies.	Respond to Discussion Board on Film-CRASH; Read Textbook Chapters 1-3; Read Wiggins-Frame (2004) article; Read Article on White Privilege.	
06/10/08	Module A (cont.) Sociopolitical Considerations of Trust and Mistrust ; White Privilege	Wiggins-Frame article. Supplemental article on White Privilege.	Read Textbook Chapters 4, 6-7; Prepare genogram assignment; Respond to Discussion Board on White Privilege; Prepare research presentations.	
06/11/08	Module B: The Practice Dimensions of Multicultural Counseling	Textbook Chapters 4, 6-7.	Prepare research presentations; Read Textbook Chapters 8-9; Supplemental Readings.	Cultural Genogram Due.
06/12/08	Library Day		Prepare research presentations. Participate in Service Learning Projects.	
06/16/08	Module B: (continued) The Practice Dimensions of Multicultural	Chapters 8-9 and supplemental readings	Respond to Discussion Board on Film-Color of FEAR; Book	1 st research presentations due

	Counseling and Module C: World Views in Multicultural Awareness- Film Color of Fear		Discussion Groups begin; Prepare research presentations; Read Textbook Chapters 10-11.	
06/17/08	Module C: World Views in Multicultural Counseling- Racial/White Identity Development	Text Chapters 10-11.	Book Discussion Groups; Prepare research presentations; Read Textbook Chapter 12; Prepare research presentations.	2 nd research presentations due
06/18/08	World Views in Multicultural Counseling (continued)	Text Chapter 12;	Book Discussion Groups; Read Textbook Chapters 14 & 16; Prepare research presentations.	3 rd research presentations due
06/19/08	Module D: Counseling and therapy with ethnic minority populations-African and Asian Americans-Guest Speaker	Chapters 14 & 16	Book Discussion Groups; Read Textbook Chapters 15 & 17; Prepare research presentations.	
06/23/08	Module D: Counseling and therapy with ethnic minority populations-Native and Latino Americans-Guest Speaker	Chapters 15 & 17.	Read Textbook Chapters 19-22.	4 th research presentations due
06/24/08	Module D: Counseling and therapy with ethnic minority populations- Arab Americans, Jewish Americans, Immigrants and Refugees	Chapters 19-22.	Read Textbook Chapters 18, 23-24; Book Discussion Groups; Prepare research presentations.	5 th research presentations due
06/25/08	Module D: Counseling and therapy with ethnic minority populations- Multiracial, Sexual Minorities,	Chapters 18, 23-24.	Book Discussion Groups; Read Textbook Chapters 25-26.	
06/26/08	Module E: Counseling with other diverse populations-Women; Individuals with Disabilities-Guest Speaker; Final Examination	Chapters 25-26.	Book Discussion Groups; Prepare Final Examination; Prepare Service Learning final journals.	Final Examination Due; Service Learning Paper Due.

Course Policy:

ACADEMIC INTEGRITY: Graduate students are expected to maintain academic integrity in meeting the requirements for a graduate degree. Evidence of academic misconduct may result in certain sanctions, such as failure in a course or dismissal from Graduate Studies. Chapter 14 UW-Superior Student Academic Disciplinary Procedures of the Wisconsin Administrative Code for the University of Wisconsin System outlines the procedures for identifying academic misconduct and the appropriate sanctions.

DISABILITY SUPPORT SERVICES: It is the policy of UALR to accommodate students with disabilities, pursuant to federal law and state law. Any student with a disability who needs accommodation, for example in arrangements for seating, examinations, note-taking should inform the instructor at the beginning of the course. It is also the policy and practice of UALR to make web-based information accessible to students with disabilities. If you, as a student with a disability, have difficulty accessing any part of the online course materials for this class, please notify the instructor immediately. The chair of the department offering this course is also available to assist with accommodations. Students with disabilities are encouraged to contact Disability Support Services, telephone 501-569-3143 (v/tty), and on the Web at <http://www.ualr.edu/dssdept/>.

UWS 22.03 ACCOMMODATION OF RELIGIOUS BELIEFS:

1. 1. A student shall be permitted to make up an examination or other academic requirement at another time or by an alternative method, without any prejudicial effect, where:
 1. There is a scheduling conflict between the student's sincerely held religious beliefs and taking the examination or meeting the academic requirements; and
 2. The student has notified the instructor, within the first three weeks of the beginning of classes (within the first week of summer session and short courses) of the specific days or dates on which he or she will request relief from an examination or academic requirement.
2. Instructors may schedule a make-up examination or course requirement before or after their regularly scheduled examination or other academic requirement.
3. Instructors shall accept, at face value, the sincerity of students' religious beliefs.